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ABSTRACT

Information on the background of the project from which this model was developed, and a brief project description are presented in the beginning section (eight pages) of this document. (The major objective of the project was to develop a statewide articulated food service curriculum model related to realistic employment competencies to be used in the articulation of food service programs in secondary and postsecondary vocational and technical institutions.) The remainder of the document presents the curriculum model, which includes 13 food service job titles grouped into three major categories: Production/Back-of-the House Jobs (kitchen helper, food service worker, dietary aide, pantry worker, short order cook, assistant cook, cook, and baker assistant); Service/Front-of-the House Jobs (bus attendant, waiter/waitress, host/hostess, and bartender); and Mid-Management Jobs (manager and food service supervisor). Job competencies are grouped into five major categories (The number of competencies presented follows the category.): (1) General Knowledge Competencies (34), (2) Food Preparation Competencies (53), (3) Serving Competencies (12), (4) Work Simplification and Maintenance Competencies (8), and (5) Management and Supervision Competencies (15). Each competency, identified by a curriculum area, competency number, related jobs, and cognitive and/or affective objective, is presented with a three-column format which outlines content to be covered, learning experiences/resources, and evaluation. Major appendixes include definitions of food service jobs included in the model and their "Dictionary of Occupational Titles" code numbers, and a listing of job competencies for the three major food service categories. (SH)

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OCCUPATIONAL FOOD SERVICE EDUCATION

A Competency-Based Articulated Model for Secondary and Post-Secondary Schools in Wisconsin

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

Wisconsin Board of Vocational, Technical, and Adult Education
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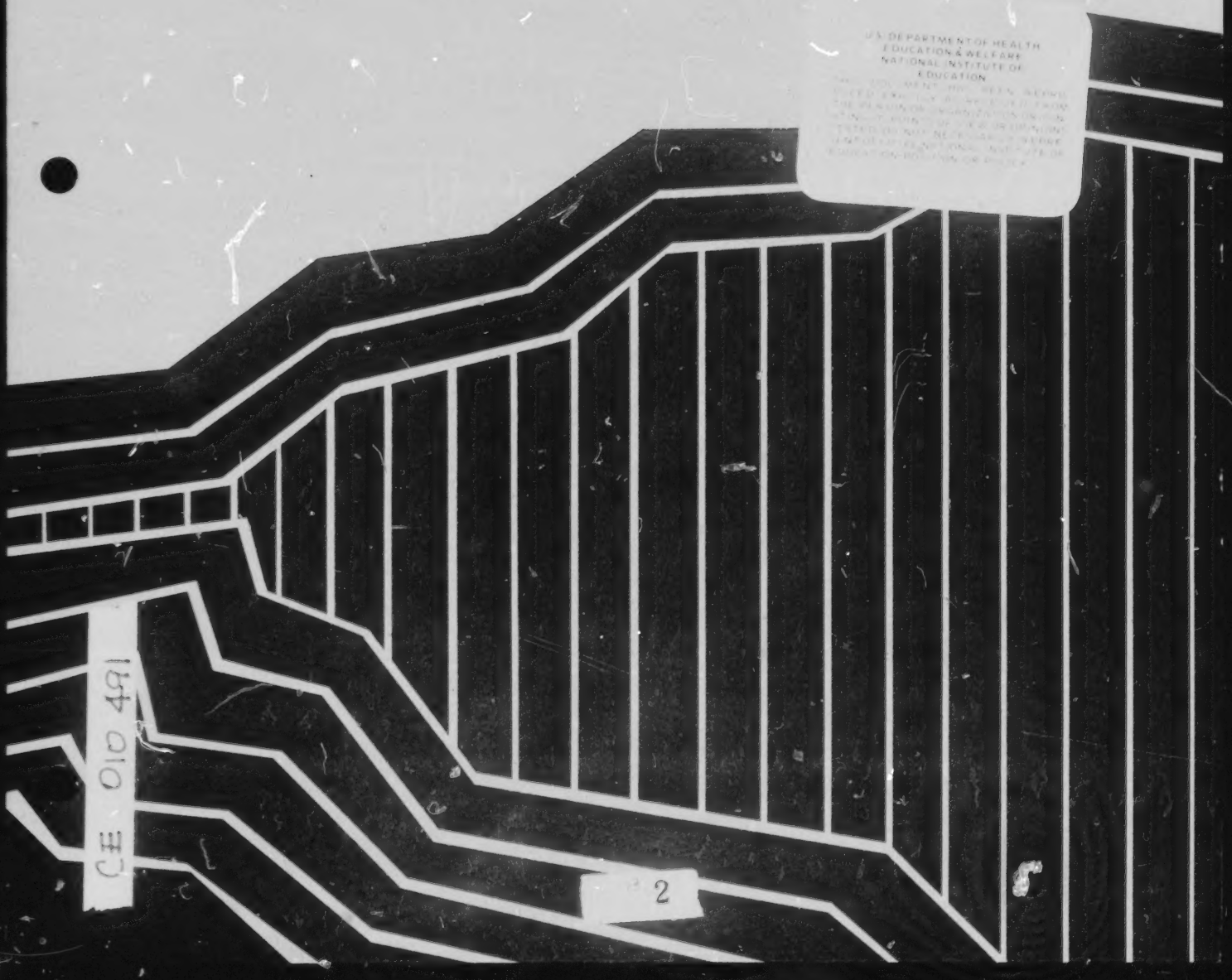
U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION



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Final Report of Projects
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A MODEL FOR THE ARTICULATION OF SECONDARY THROUGH POST-SECONDARY FOOD SERVICE TRAINING PROGRAMS

This project was funded under Part B of the Vocational Education Amendments of 1968, PL. 90-576 - Special Awards Category. Research funds under Part C of the Vocational Education Act of 1968 were awarded by the Wisconsin Board of Vocational, Technical and Adult Education through the Research Coordinating Unit.

The project was conducted through the Southwest Wisconsin Technical Institute in cooperation with the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Department of Public Instruction.

Diane Barton
Project Director

Bulletin No. 6405

DEDICATION

The untimely death of Charlotte Brainerd, the first project director, in mid-January, 1974 prevented her from realizing the completion of the articulated curriculum model. In memory of her leadership in the project's inception and her enthusiasm and encouragement in accomplishing the task, the members of the Curriculum Articulation Committee dedicate this document.

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FOREWORD

Vocational and technical education in Wisconsin is provided to citizens of high school age and older at two levels: at the high school level and at the post high school level. Local public school districts are primarily responsible for providing vocational education to high school age youth; and the vocational, technical and adult education area districts are responsible for providing vocational and technical opportunities to post high youth and adults. The Department of Public Instruction and the Wisconsin Board of Vocational, Technical and Adult Education have cooperated in their effort to relate to programs which fall under the jurisdiction of their agencies and to provide vocational and technical education opportunities of the highest possible quality to Wisconsin citizens.

Through cooperative arrangements between the two agencies, Vocational Education funds allocated to Wisconsin were used to develop this articulated food service education model. This publication is a result of the efforts of secondary and post secondary food service teachers, program coordinators, local advisory committees and consultants in cooperation with members of the food service industry throughout the state. It is hoped that this curriculum model will provide a framework for other groups as they develop articulated, competency-based vocational education programs appropriate for state and local needs.

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PURPOSE OF THE PROJECT

Status of Programs

During the 1972-73 academic year in the State of Wisconsin, there were twenty-five (25) funded secondary food service programs and eleven (11) vocational diploma and seven (7) associate degree food service programs in post-secondary education, all of which had separately developed curricula. Inconsistencies in the type of preparation within similar programs created problems for both the student and the food service industry. In addition, lack of continuity in these programs made movement within and between educational levels difficult. Therefore, the need for articulation of secondary programs and post-secondary vocational and associate degree programs was evident.

Program Vitalization

An increasing number of both secondary and post-secondary food service programs further emphasized the need for articulation which could provide the educational transition from the programs at the secondary level to those at the post-secondary level. It was believed that that transition could be accomplished through a competency-based approach. There was an apparent need for articulation to clarify the sequencing of jobs as well as the general and specific competencies that constituted each job. The programs at both educational levels could make a contribution in training students with competencies designed for jobs at various levels within the food industry.

Curricula had been developed to meet manpower needs in the training of personnel for existing entry and mid-management level jobs. However, no research had been done to define or identify competencies for the many jobs available in the food service industry. Therefore, there were possibilities of repetition and overlapping among the existing training programs.

Encouragement from the food service industry in relation to the preparation of skilled workers added impetus to the development of this cooperative venture. Increased food and labor costs had increased their concerns for the training of personnel.

Accountability

Traditional criteria of accountability are no longer valid indicators of performance levels. A new concept of accountability that involves the acquiring of specified competencies needs to be recognized.

The competencies specified are those particular understandings, skills and attitudes deemed necessary for a given job. The acquisition of these competencies will facilitate employability. In a competency-based training program, the student is held accountable for acquiring the competencies that will enable him/her to function appropriately in a specific job.

The advantages of the competency-based program emphasis are that it:

1. Provides the basis for the articulation of food service programs from the secondary level to the post-secondary level.

2. Determines vertical and horizontal career ladder development.

3. Allows for occupational mobility.

4. Provides job preparation for occupational placement at many levels of employment.

5. Utilizes the various educational taxonomies (cognitive, affective, and psychomotor).

6. Allows the student's progress to be determined by demonstrated competency rather than by time or course completion.

7. Has a beneficial impact on the total development of students, including that related to their general education.

8. Serves as a pattern for state food service secondary and post-secondary instruction in new programs and in the restructuring of existing programs.

9. Serves as a pattern to follow and improve upon for other disciplines in the educational field.

Objectives

The major objective of this project was to develop a statewide articulated food service curriculum model related to realistic employment competencies. This model will be used in the articulation of food service programs in secondary and post-secondary vocational and technical institutions.

Sub-objectives of the project were to:

1. Identify competencies for secondary and post-secondary food service programs.

2. Identify criteria that would facilitate the participation of handicapped and disadvantaged individuals in food service training programs.

3. Identify available consultants that represent related disciplines and involve them in the development of the articulated food service programs.

4. Develop curriculum planning guides for secondary and post-secondary vocational and associate degree food service programs.

5. Examine and refine existing curriculum materials to serve articulation.

6. Field test, revise, and evaluate curriculum materials in pilot programs.

7. Prepare a program document and disseminate to secondary schools and post-secondary vocational and technical districts within the State of Wisconsin.

Procedure

Steering Committee: Members of the Steering Committee (Appendix A) included a curriculum consultant from the University of Wisconsin - Madison; representatives of the Wisconsin Restaurant Association, the Department of Public Instruction, and the State Board of Vocational, Technical and Adult Education; coordinators of food service programs in post-secondary vocational and technical institutions; the District Director and the Research and Development Administrator of the Southwest Wisconsin Vocational-Technical Institute. This committee gave approval to support the project and cooperate in its implementation.

Project Schedule: The following time schedule was developed for the project -

Phase I - Investigation

a) A review of the literature provided information concerning previous studies related to the development of food service programs. That information served as the basis for the development of a sample instrument that would be used to survey Wisconsin Food Service personnel concerning the competencies essential for specified jobs within the industry.

b) The Competency Identification Committee (Appendix B) reviewed the sample survey instrument and made suggestions related to the elimination of and/or additions to the job titles and competencies included in the questionnaire. The set of directions that would accompany the survey questionnaire was also reviewed and refined by the committee. Members of this committee included teachers and coordinators of secondary and post-secondary food service programs, employers and employees of the food service industry, the President of WRA, representatives of the two State educational agencies, a district curriculum coordinator, a vocational counselor, a general education instructor, and a teacher educator.

c) Employed food service personnel, representing members of the Wisconsin Restaurant Association, hospitals in the State of Wisconsin, and 1971 and 1972 graduates of secondary and post-secondary food service programs in the state, were surveyed to determine industry's perceptions of the competencies needed for the specified jobs. The survey data also provided the basis for determining articulation within and among food service programs.

Phase II - Curriculum Articulation

a) A two-day orientation workshop was conducted in mid-May 1973 for 17 selected teachers and coordinators of secondary and post-secondary food service programs. The purpose of this workshop was to provide the participants with an opportunity to:

   - discuss the significance of this curriculum articulation project for food service training programs within the state;

   - become familiar with the results of the competency identification survey which would serve as the basis for the development of the articulated curriculum;

   - gain a background in the competency-based approach to curriculum development;

   - become familiar with the procedures that would be used during the two-week curriculum development workshop.

b) A two-week workshop was conducted in mid-June 1973 with 13 of the participants from the orientation workshop. The development of a curriculum model for statewide articulation of secondary and post-secondary food service education was initiated at this workshop.

Phase III - Field Testing the Articulated Curriculum Model

Throughout the 1973-74 and 1974-75 academic years, the articulated curriculum model was field tested by members of the Curriculum Articulation Committee within their existing and new food service programs. Each program in which the competency-based curriculum materials were field tested had at least one consultative visit per year by a team of the project's administrative - supervisory staff and consultants.

The Curriculum Articulation Committee evaluated their work with the curriculum model in a five-day workshop in January, 1974, in a two-week workshop in June, 1974 and in a one-week workshop in June, 1975. Special attention was given to appropriate ways in which the model could be adapted for those disadvantaged and handicapped individuals interested in training for employment in the food service industry.

Further exploration of criterion-based evaluation as part of the competency-based education throughout 1975-76 will enable the refinement of the evaluation portion of the model.

In-Service Education: In August, 1974, results of the first year's classroom use of the articulated curriculum model was shared statewide with teachers and coordinators of food service programs in secondary and post-secondary institutions, programs, and members of the food service industry, including the Wisconsin Restaurant Association.

Additional in-service education programs will be developed to assist teachers and coordinators of food service programs in the appropriate use of the model.

Projected Phases for the Project -

Pending the funding of additional proposals, the following phases have been projected for this curriculum articulation project:

1. A workshop on individualized instruction. The purposes of this workshop will be to:

   a) Familiarize the members of the Curriculum Articulation Committee with the philosophy and techniques of individualized instruction.

   b) Develop new and revise existing individualized instruction resources for use in the competency-based articulation curriculum model.

The individualized instruction resources would be field tested and evaluated in selected food service programs. Based on the evaluation results, the materials would be revised and shared with other food service teachers and coordinators.

2. A two-year research project conducted by an independent agency to evaluate the competency-based articulated curriculum model. This project would include the evaluation of classroom instruction, field experiences that are part of the training program, and employment follow-up.

PHILOSOPHIES OF VOCATIONAL EDUCATION IN WISCONSIN

A STATEMENT OF PHILOSOPHY FOR SECONDARY HOME ECONOMICS PROGRAMS

The 1963 Vocational Act mandated that home economics education expand its programs to emphasize a two-pronged effort, namely preparation for home and family living and preparation for employment in home economics related occupations. The home and family living (consumer and homemaking) educational aspect provides the foundation for occupational programs.

Within the basic philosophy of home economics education in Wisconsin those goals of general education in grades K-12 which strive to provide optimum opportunities for students to reach their potential are reflected. This education continuously seeks to promote the effectiveness of the individual as a member of family and society in the self actualization process. The individual, the family, and the society exist in a dynamic relationship; change in any one is associated with change in the other too.

In support of this philosophy, the Wisconsin Home Economics Conceptual Structure and Planning Guide focuses on the integration of three unifying areas of family living: Human Growth and Development, Personal and Family Relationships, Management of Personal and Family Resources. The study of these interrelationships is the core of Home Economics education. Home Economics synthesizes knowledge drawn from its own research, from the physical, biological, social, and behavioral sciences, and from the arts and applies this knowledge in promoting the well-being of individuals and families in society.

Home Economics education in K-12 programs utilizes the unifying areas as a foundation for developing a coordinated and comprehensive program to meet the needs of students. The elementary-secondary program will prepare students for:

- family living in a changing society
- gainful employment in occupations utilizing home economics knowledge and skills

SUGGESTED IMPLEMENTATION OF
A VOCATIONAL (OCCUPATIONAL) HOME ECONOMICS PROGRAM
BASED ON THE GENERAL PHILOSOPHY

As career education concepts are incorporated within the elementary grades, the local district home economics instructors can provide valuable assistance in curriculum development activities and consultative work with teachers. A home economist can help teachers and students become better acquainted with multiple roles that family members must assume, basic qualities that contribute to employability, and the various home economics related occupations and professions.

Career concepts related to home economics can be integrated into the basic elementary program followed by an integration into existing middle/junior

high and secondary home and family living (consumer and homemaking) comprehensive or Semester Speciality Courses, i.e., Family Relations, Child Development, Consumer Education, Nutrition and Meal Management, Clothing and Textiles, and Housing and Interiors. A semester or year long course related to home economics occupations could be developed as another option to teach basic career concepts.

In Wisconsin, occupational training programs that prepare students for entry level jobs usually begin in the eleventh grade. During this first year, the students can, through observation and/or simulated experiences, explore jobs in depth related to a specific cluster or to a multi-cluster of home economics occupations, i.e., Care and Guidance of Children; Clothing Management, Production, and Services; Food Management, Production, and Services; Home Furnishings, Equipment, and Services; Institutional and Home Management and Supporting Services. Further, they can develop general knowledge and skill competencies applicable to the world of work, i.e., getting and holding a job, interpersonal relations on the job and pre-employment job related competency skills and knowledge. This first year program offering could be a nine week unit within a semester specialty course, but more appropriately should be a semester or year offering.

During their senior year, students with an identified career objective could be enrolled in either a simulated or cooperative capstone program. These occupational training programs should develop the competencies in a specific area of home economics to the point that a student acquires saleable skills needed in the labor market and/or be prepared for entry into a related advanced vocational-technical program.

It is recognized that an FHA/HERO[1] student group program is an integral component of a home economics educational program. While FHA chapters are related to the home and family living phase of home economics, HERO chapters (Home Economics Related Occupations) place major emphasis on preparation for jobs and careers in specific occupations combined with recognition that workers also fill multi-roles as home and community members. A HERO chapter integrated with classroom work encourages youth to become involved in leadership and decision-making experiences related to their career objectives.

A STATEMENT OF PHILOSOPHY OF VOCATIONAL EDUCATION FOR POST-SECONDARY PROGRAMS

Since its inception, the Wisconsin system of vocational, technical and adult education has continued to provide education to all persons for the purpose of expanding their knowledge and skills as useful citizens, thereby enabling them to obtain, retain and advance in employment in accordance with their desires, needs, skills and abilities.

In order to broaden the educational opportunities for youth and adults in Wisconsin, the State Board of Vocational, Technical and Adult Education has

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1Wisconsin Home Economics Conceptual Structure and Planning Guide, Department of Public Instruction, Madison, Wisconsin, 1970, page 1.

been mandated to establish a program of instruction at institutions throughout the state which will equip all of the state's people to find their place in the competitive labor market.

The Wisconsin Board of Vocational, Technical and Adult Education system offers educational opportunities that will contribute to effective performance to a wide variety of skills and jobs in related occupational areas in the fields of agriculture, business, distributive marketing, health home economics, trade and industry and other fields.

Educational opportunities are provided in the above areas through one and two-year vocational diploma programs and less than one year extension and associate degree programs. Programs are planned and developed based on needs as determined in the state and/or district. Advanced committees composed of employers and employees from business and industry assist instructors and administrators through recommendations to upgrade and improve curriculum.

With the passage of the 1963 amendments, occupational training programs, utilizing home economics knowledge and skills were developed. Previously, food service programs which had been offered at the diploma and associate degree level had been developed and monitored through the trades and industry division.

Vocational education is that education which is designed to provide individuals with skills, knowledges and attitudes for initial entrance into and advancement within, occupations or clusters of related occupations requiring high manipulative skills.

Programs are established on a full-time and part-time basis for persons seeking employment or for those who have entered the labor market and need to upgrade their skills or learn new ones.

Post-Secondary education is designed to serve persons who are preparing to enter the labor force or who have left the labor force, and can profit from the instruction. Diploma programs are designed to develop competence necessary for performing the necessary job and may be less or more than one year or two years in duration. Associate degree programs are two years in length and have technical knowledge and skills necessary for mid-management positions.

Program offerings at the post-secondary level are designed to compliment the secondary level. Individuals are made aware of the career opportunities available to them in the food service industry as well as recognizing their limitations.

A competency based curriculum can serve as a vehicle for articulation of food service programs from secondary to post-secondary schools as a career ladder conceptialization.

ORGANIZATION OF THE ARTICULATED CURRICULUM MODEL

The thirteen food service job titles included in the articulated curriculum model have been grouped into three major categories:

1. PRODUCTION/BACK-OF-THE-HOUSE JOBS

Kitchen Helper	Short Order Cook
Food Service Worker	Assistant Cook
Dietary Aide	Cook
Pantry Worker	Baker Assistant

2. SERVICE/FRONT-OF-THE-HOUSE JOBS

Bus Attendant	Host/Hostess
Waiter/Waitress	Bartender

3. MID-MANAGEMENT JOBS

Manager
Food Service Supervisor

The inclusion of these particular job titles in the model is based on those jobs for which educational preparation is provided in the secondary and post-secondary food service programs in Wisconsin. The definitions of these jobs as used in the model are given on page 21.

Competency: A summary of the competencies needed for each food service job is shown in Table 1 (pp.23-32). The use of Table 1 provides the food service educator and student with a comparison of the similarities and differences between and among the thirteen jobs. This table may be duplicated for use with administrators, students, and advisory committee members.

Lists of the competencies needed for each job are given in the Appendix: Appendix D - "Competencies Needed for Production/Back-of-the-House Jobs"; Appendix E - "Competencies Needed for Service/Front-of-the-House Jobs"; and Appendix F - "Competencies Needed for Mid-Management Jobs". These lists also may be duplicated for use.

Within the curriculum materials, the jobs needing a specific competency have been checked [X] at the top of each first page of that competency. An individual should develop all of the competencies identified for any given job to be considered "competent" for that job. The model provides enough breadth and depth of preparation to enable flexibility in job placement and eventual job mobility. Significant regional variations in specific job requirements may necessitate the inclusion of additional competencies for employability, e.g., General Knowledge Competency - Typewriting, for mid-management jobs.

The competencies have been grouped into five major categories:

1.00 General Knowledge Competencies

Career Opportunities	Safety
Communications	First Aid
Human Relations	Law & Statutes

1.00 General Knowledge Competencies (Cont'd)

Food Service Operations	Basic Math
Shop/Trade Vocabulary	Food Science
Hygiene	Nutrition
Sanitation	Computer Science
	Business Machines

2.00 Food Preparation Competencies

3.00 Serving Competencies

4.00 Work Simplification and Maintenance Competencies

5.00 Management and Supervision Competencies

Each category and the competencies within it have been assigned numbers that will be used for future computerizing of the model. The organization and sequencing of the competencies will be dependent on local program organization and individual student needs.

Behavioral Objectives: The behavioral objectives specify the levels of intellectual, affective, and movement behavior that the student is expected to achieve to be considered 'competent'. The behavioral objectives are based on the classification of educational goals in: a) the cognitive domain as stated in Taxonomy of Educational Objectives Handbook I: Cognitive Domain by Benjamin S. Bloom and Associates[1]; b) the affective domain as stated in Taxonomy of Educational Objectives Handbook II: Affective Domain by Krathwohl, Bloom and Masia[2]; and c) the psychomotor domain as stated in A Taxonomy of the Psychomotor Domain by Anita J. Harrow[3].

Content: The major concepts and subconcepts considered essential in the development of any given competency were identified through a review of literature, personal experiences of members of the Curriculum Articulation Committee, and members of advisory committees who reviewed the curriculum materials.

Learning Experiences/Resources: The learning experiences progress in difficulty to the highest level specified by the behavioral objectives. As suggested learning experiences, it is recognized that there will be

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[1]Bloom, Benjamin S. and Associates: Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956

[2]Krathwohl, David R. and Bloom, Benjamin S. and Masia, Bertram B.: Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

[3]Harrow, Anita J.: A Taxonomy of the Psychomotor Domain. New York: David McKay Company, Inc., 1972.

variations in the learning experiences selected and further developed for use in the food service programs throughout the State due to differences in facilities (space and equipment) and other educational resources.

Types of resources are suggested for the learning experiences. However, specific instructional materials have not been identified due to the rate at which instructional materials become obsolete and the variations in their availability to local programs. A variety of both learning experiences and resources to accommodate individual learning styles is an essential element of competency-based education because it maximizes the rate at which students can achieve competency and eventual employment.

Evaluation: Assessment is another essential element of competency-based education - pre-assessment as well as post-assessment to determine competency achievement. Only the final form of assessment - or evaluation - has been included in the model. It is assumed that each teacher will be responsible for developing and using the appropriate methods and instruments to determine student competence on entrance to the food service program as well as the extent of progress made toward the achievement of each competency.

As indicated earlier, continued work to refine this portion of the model during the 1975-76 academic year may result in some revisions in the suggested forms of evaluation by the end of the year.

DEFINITION OF SELECTED TERMS USED IN THE ARTICULATED CURRICULUM MODEL

The following terms are defined to facilitate the reader's understanding and use of the articulated curriculum model.

Competency
Knowledge, skills, or behaviors to be demonstrated by the student; the food service employee.

Competent
1. Properly or well-qualified; capable. 2. Adequate for the purpose; suitable, sufficient. 3. Legally qualified or fit; admissible.[4]

GENERAL KNOWLEDGE

Career Opportunities
Jobs which are available in the food service industry.

Food Science
Includes the basic scientific principles involved in the preparation, storing and serving of foods.

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[4]Morris, William, Editor: The American Heritage Dictionary of the English Language. New York: American Heritage Publishing Co., Inc., 1970; p. 271.

DEFINITION OF SELECTED TERMS USED IN THE ARTICULATED CURRICULUM MODEL - GENERAL KNOWLEDGE (CONT'D)

Math

Basic math includes addition, subtraction, multiplication, division, fractions, percentages, decimals, and calculations involving formulas. Managerial math includes more advanced ratios and equivalents.

Hygiene

Basic principles of hygiene include personal cleanliness and health factors, such as care of hair, body, mouth, hands, nails and clothes as they control perspiration and help regulate body order caused by body chemistry.

Nutrition

Basic principles of nutrition include nutrients and nutrient retention (carbohydrates, vitamins, minerals, proteins, fats, water), the use of the Basic Four, menu planning, and diet therapy.

Safety

Principles of safety include safe habits and regulations, laws, equipment operation and accident prevention.

Sanitation

Principles of sanitation prescribed by local, state and federal law are related to such things as dishwashing, storage, personal grooming restraints (hair nets), pests and rodents control, bacteriological growths, cleaning and sanitizing agents.

Human Relations

Human relations includes personal qualities necessary for the job, interaction between customers, employers and employees, and professional ethics.

First Aid

Initial treatment for bleeding, falls, burns, sprains, cuts, electrical shock, choking, fainting, asphyxiation, and abrasions, emergency procedures and legal aspects.

Communications

Listens, writes, speaks, follows directions, and uses body actions adequately and correctly.

Shop or Trade Vocabulary

The use of terms used in production, service, maintenance and management.

Weights and Measures

Weights and measures, metric and/or imperial, used in production, service, management and maintenance.

Laws and Statutes

Includes regulations which are required by local, state and federal legislation as it applies to the employee, employer, food and business operation.

Introduction to Computer Science

Computer operation at the mid-management level will acquaint the student with the use and operation of business machines, such as key punch, computers, adding machines, and calculators, as they relate to systematic menu planning and computing operating costs, nutritional needs, food preference, ordering food, receiving, storing, preparing, and serving meals. Computer language and computer program.

Business Machines

Includes manual adding machines that do basic mathematical operations, mechanical calculators that do basic and other mathematical operations and electronic calculators of the printed type and digital varieties.

FOOD PREPARATION

Diet Therapy

Nutritionally planned diets including alteration of consistency and specific nutrients and other substances to meet the needs of persons with special dietary problems.

Decorative Showpieces

A decorative showpiece is a colorful and attractive centerpiece usually used on a buffet table, and may consist of ice sculptures, the entree, wedding cake, special salads, fresh fruit, or raw vegetable bowl or a combination.

SERVING

Buffet

A meal at which guests serve themselves from various dishes displayed on a table or sideboard.

Processes Food and Beverage Order

Writes order, places order in kitchen and delivers order to table.

Sets up Food Trays

Selects proper food for particular meal according to dietary needs of the individual and places them on the trays.

Smorgasbord

Swedish appetizers, salads and entrees including meatballs and fish which are displayed for self-service.

Suggestive Selling

Promoting the sale of food and beverages.

DEFINITION OF SELECTED TERMS USED IN THE ARTICULATED CURRICULUM MODEL

WORK SIMPLIFICATION AND MAINTENANCE

Cleans Service Area

Removing surface stain according to acceptable methods; operating vacuum cleaner, floor scrubber, and waxer; polishing furniture; dusting; washing windows and/or other designated duties specified by manager such as cleaning coffee urns and ice beverage machines.

Minor Repair of Equipment

Replacing and repairing equipment such as light fixtures and cords, light bulbs, blades, sinks, and minor problems such as screws and nails.

Organizes Work Area

Placing utensils and food for efficient time and motion performance on the job.

MANAGEMENT AND SUPERVISION

Complaints

A communication between employee, management and/or consumer, to determine basis for complaint and the action to be taken, involving product or service or conditions.

Special Functions

Functions essential to parties and special services include menu suggestions, arrangements of transportation, tables, food and space, quantities of food, assignment of responsibilities, type of service used, equipment and supplies needed, and decorations and accessories involved, as the job dictates.

Schedules Work Duties

Job duties, assignments for performing job tasks and describing job duties.

Merchandising and Advertising

Presentation of merchandise in such a manner as to motivate people to buy, including food, prices, design and decor as well as advertising sales promotion and showmanship.

Business Organization and Administration

Setting of guidelines and determining functions performed in business establishments, hospital, school, or other institution as it relates to administration, personnel, purchasing, receiving, and storing, menu planning, food preparation and cooking, food distribution and service, sanitation and safety, maintenance, repairs and accounting.

Facility Layout

Detailed arrangement of the various areas within the food service operation and the location of the (facilities and) equipment in these areas.

DEFINITION OF SELECTED TERMS USED IN THE ARTICULATED CURRICULUM MODEL - MANAGEMENT AND SUPERVISION (CONT'D)

Coordination

Coordinating assures that the operations of the different departments function smoothly together as a whole.

Efficiency Improvements

The science of specific task performance and modification task, work simplification, and individuals selecting and training of competent workers. Compensating for individual differences in performance and ability to follow instructions, and the eliminating those unable or unwilling to adopt the best methods of work.

Sales Analysis

Accounting system is the informational system of the business which exercises the necessary controls on which decisions are based.

Supervising and Training Employees

Supervising may be defined as overseeing the implementation of the plans, policies and directions of management. Training is preparing the person to perform in his job.

Supervision Maintenance of Equipment

Establishing a plan of routine preventive maintenance for the purpose of keeping equipment in good shape by remedying inefficiencies before they result in breakdowns. Proper maintenance of equipment is important from many standpoints: food quality and service, sanitation, safety, fire prevention, capital investment and operating expense.

Techniques of Management

Management is the directing, controlling, and administering of work done by others.

IMPLICATIONS AND RECOMMENDATIONS FOR THE ADAPTION AND IMPLEMENTATION OF THE ARTICULATED MODEL TO MEET THE NEEDS OF HANDICAPPED AND DISADVANTAGED STUDENTS

The basic purpose of vocational education programs in Wisconsin is to prepare individuals for employment. While the purpose of vocational education programs at secondary and post-secondary institutions is similar, the programs are directed toward different populations. It is essential that vocational education training be made available on a broad scale to all high school students in the state. Post-secondary vocational education is designed primarily for youths or adults who have completed or left high school and are available for entering the labor market. Therefore, vocational education programs must help all people develop their individual interests and abilities to become employable. This means that vocational educators must develop, implement and/or adapt occupational programs to meet the special needs of students who are disadvantaged or handicapped at both the secondary and post-secondary institutions.

The State Plan for Vocational Education in Wisconsin, 1974-78, defines "disadvantaged persons as individuals who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education program.

"Handicapped persons" are defined as individuals who are retarded, hard of of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition have difficulty succeeding in a regular vocational program without special educational assistance or who require a modified vocational education program.

The passage of the 1968 amendments to the Vocational Education Act of 1963 specifically designated that a percentage of federal funds be used to support the development of programs for and provide services to the handicapped and disadvantaged person. Many students with special needs receive vocational training along with other students in a regular program in which additional or modified instruction is used to overcome their individual handicap of disadvantage. This form of mainstreaming is suggested for students whenever possible. In some situations, it is best for the student to enroll in a special course of a pre-vocational nature.

The passage of Chapter 89, by the Wisconsin State Legislature in 1973, has given additional impetus to the need for inclusion of the disadvantaged and handicapped students in vocational programs, recognizing that flexibility and adaptability of programs would be required.

The developers of the Wisconsin Food Service Articulation project recognized the importance of meeting the special needs of students. As a part of the total project, criteria that would facilitate the participation of handicapped

and disadvantaged individuals in food service training programs are to be identified. The project's articulated curriculum model utilizes a competency-based approach which is a valuable vehicle in meeting this objective. This curricular approach provides a compatable structure for adapting instruction to meet the needs of individual students because it allows the student's progress to be determined by demonstrated competency rather than by time or course completion.

With the articulated curriculum model as a basis for discussion, the Curriculum Articulation Committee identified the criteria that would facilitate the participation of handicapped and disadvantaged individuals in food service training programs during the June 1974 workshop. Those criteria follow:

Recommendations for adaptation and implementation of articulated model to meet the needs of the disadvantaged and handicapped student.

Supervisory, administrative, and teaching personnel responsible for planning food service training programs in secondary and post-secondary institutions need to evaluate present and proposed offerings in relation to whether those offerings meet the needs of the handicapped and disadvantaged student enrollees. Consideration needs to be given to the content and/or organization of the program, to innovations in methods of teaching, and to teaching personnel.

Program Development

The organizational patterns for food service training programs will differ in local schools depending upon the background needs of students and the expectations of the community's food service industry. As schools adopt and implement the articulated curriculum model into any appropriate organizational pattern, the competency-based instructional approach will provide the basis for meeting the special needs of students. The reason for use of competency-based instruction is that it moves each student from entry to exit with less consideration for entry and time/course requirements than a traditional curriculum. This factor will assist the disadvantaged and handicapped student to reach the competencies needed for job entry. It seems advisable to encourage flexibility in all aspects of food service training programs to compensate for individual differences.

Learners, parents, other educators, community agencies and food service industries need to be involved in all stages of program planning, promotion, and evaluation, especially in reference to meeting the needs of disadvantaged and handicapped students. They should provide guidance in relation to program entry and recruitment so that students who express an interest in food service career can enroll. In this effort, it is important that job training be comensurate with his ability to achieve. Consideration also must be given to the demands on the employee that are unique to the food service industry, e.g., working under stress, manual dexterity, and physical stamina. In general, as employees assume higher levels of responsibility, the greater the stress factor.

A team approach should be fostered to determine reasonable expectations in regard to selection, assessment and placement of the handicapped and disadvantaged students. This could include the utilization of suggestions and recommendations of the student, his parents, other teachers, supportive community agencies and advisory committee members.

Program success in utilizing the food service articulated curriculum model to meet the needs of handicapped and disadvantaged students is dependent upon the close association and cooperation of schools and the food service industry. Both the educational institutions and the food service industry must recognize that a close working relationship is important to program success. Handicapped and disadvantaged students may need more concentrated training and guidance prior to and during cooperative on-the-job experiences or job placement. This responsibility can be shared by the school and industry personnel. As enrollment of disadvantaged and handicapped students increases in food service training programs, instructors may need additional staffing or professional and para-professional personnel.

Ways of Selecting and Organizing Instruction

Many varied instructional materials and methods of teaching are needed to appeal to and result in effective learning for the disadvantaged and handicapped student. The following may offer some suggestions for providing meaningful learning experiences:

- Include school, home and industry-related experiences to broaden the cultural and social horizons of the student, to promote an appreciation for the worth of each job and the interdependency of all jobs within the food service industry, to increase perspective relative to his/her career potentials, and to provide opportunities for enhancing his personal dignity and worth.

- Encourage flexibility in scheduling so that time does not become a factor in limiting achievement of competencies necessary for entry into a cooperative training program or job placement within the industry. Experiences need to be provided in the classroom that will assist in overcoming deficiencies on the job.

- Provide exploratory experiences, work experiences, and contacts with other school personnel, community agencies, and industry that will further the job training objectives of the student and complement the work of the school, e.g., student services, special education teachers, Division of Vocational Rehabilitation, teachers of other disciplines, and the Wisconsin Restaurant Association. A team approach should be utilized to aid the development of each student's potential.

- Make a sincere effort to discover and know the student as an individual - his/her interests, his/her hobbies, his/her dislikes, his/her leisure time pursuits, and his/her potential for salable skills. Relate those interests and abilities to the individual's learning style by providing a variety of opportunities for achieving competencies needed for an identified job. It is advisable to

capitalize on the strengths of an individual's mode of learning and abilities and to avoid any automatic limitation due to his/her handicap. The effect of any handicaps on business, the individual, and/or other students must be viewed objectively. A tutorial approach can be utilized to encourage peer acceptance.

- Employ frequent diagnosis of readiness and appraisal of competency achievement through non-threatening and varied evaluation methods. Providing immediate rewards that are flexible and concrete, will encourage the student to reach his/her potential.

- Combine flexible, short term presentations of abstract and academic material with a variety of concrete, relevant experiences that require personal involvement in the pursuit of a competency. Present subject matter in a mature manner, even when elementary in nature. Individualized instructional programs can be developed to meet the needs of handicapped and disadvantaged students.

- Make use of a variety of instructional resources, including multimedia and innovations in communication, to assist the student in acquiring the understandings, skills and attitudes needed for food service jobs.

Teacher Personnel

To meet the challenges of adapting and implementing the articulated curriculum model to meet the needs of the handicapped and disadvantaged students, teachers will need to:

- Understand, empathize, and communicate with handicapped and disadvantaged student enrollees.

- Assess individual student needs as a basis for planning a food service training program that is meaningful to them.

- Recognize that additional efforts will be required to meet the needs of the disadvantaged and/or handicapped student.

- Assume responsibility for creating a learning environment that is both conducive to the development of a positive self concept and to peer acceptance and interaction.

- Maximize the values resulting from food service training programs by involving auxiliary personnel who have ability to understand and work with families, community agencies, and employers in relating and adapting learning experiences to students disadvantagement or handicap.

- Develop a working relationship with all persons on staff with expertise in disadvantaged and handicapped education or treatment. In this way, subject matter specialists can establish a recipricol working relationship in developing the potential of individual students who select food service occupations as a career objective.

- Evaluate the effectiveness of program offerings in terms of the food service competencies developed by those disadvantaged and handicapped students enrolled. The evaluation results will form the basis for revising the articulated curriculum model, interpreting program, and securing continued and additional support for the program.

DEFINITIONS OF FOOD SERVICE JOBS INCLUDED IN THE ARTICULATED CURRICULUM MODEL

The following list represents the 13 food service jobs selected for final use in the articulated curriculum model. Originally, 12 of the jobs and their definitions were obtained from the Dictionary of Occupational Titles[1]. However, several definitions were modified and one title was added by members of the Curriculum Articulation Committee in 1975 so that the list would reflect more closely those jobs for which Wisconsin food service students are being prepared. The new title and the revised definitions have been starred(*). Sex discrimination also has been removed from the titles and definitions.

PRODUCTION/FRONT-OF-THE-HOUSE JOBS

Kitchen Helper (D.O.T. 318.887)

Washes dishes, pots and pans by hand or mechanically, keeps work areas clean and orderly, assists cooks, bakers, and manager in routine tasks as directed.*

Food Service Worker (D.O.T. 317.887)

Assists in preparing foods in institutional and commercial establishments.*

Dietary Aide (D.O.T. 355.878)

Duties may include set-up and delivery of food trays to hospital and nursing home patients, preparing foods as directed, and keeping work area clean and orderly.*

Pantryman/Woman (Person) (D.O.T. 317.884)

Prepares stores for set-up of salads, appetizers, sandwich fillings, sandwiches, and other cold dishes.*

Short Order Cook (D.O.T. 317.884)

Prepares food in volume with speed and accuracy using broiler, deep fat fryer, grill, and fry pan. Food prepared include hot and cold sandwiches and breakfast cookery. (Preserves nutritional value of food, uses work simplification principles, maintains sanitation standards, and controls procedures within his/her area of responsibility.*)

Assistant Cook (D.O.T. 313.131)*

Prepares, seasons, and cooks soups, meats, vegetables, desserts and other foodstuffs under supervision. (Preserves nutritional value of food, uses work simplification principles, maintains sanitation standards, and controls procedures within his/her area of responsibility.*)

Cook (D.O.T. 311.878)

Prepares, seasons and cooks, meats, vegetables, desserts and other foodstuffs. Uses equipment to its fullest potential. (Preserves nutritional value of food uses work simplification principles, maintains sanitation standards, and controls procedures within his/her area of responsibility.)*

[1]The reader is referred to Appendix C for the first list of jobs and their definitions selected for use in the articulated curriculum model.

Baker Assistant (D.O.T. 313.781)

Prepares and bakes bread, rolls, biscuits, cakes, cookies, pies, pastries, puddings and desserts according to standardized recipe under supervision. Handles various market forms of bakery products including frozen, pre-baked, partially baked products. Packages bakery products for sale or future utilization.*

SERVICE/FRONT-OF-THE-HOUSE JOBS

Bus Attendant

Sets up, clears, and cleans tables and assists the waiter/waitress.*

Waiter/Waitress (D.O.T. 311.878)

Serves and processes food and beverage orders and performs other dining room duties as assigned.*

Host/Hostess (D.O.T. 310.868 & 311.138)

Is responsible for employee assignments, dining room preparation, reservations, greeting, seating and serving patrons, and other related duties.*

Bartender (D.O.T. 312.878)

Mixes and serves alcoholic and nonalcoholic beverages to patrons of a bar.

MID-MANAGEMENT JOBS

Manager (D.O.T. 187.168)

Is responsible for activities of workers in a food service operation. Is responsible for management processes, e.g. planning, controlling, purchasing and record keeping. Responsibilities vary according to size and type of food service operation.*

Food Service Supervisor (D.O.T. 319.138)

Responsible for food production, service, and management including training of and supervision of employees engaged in serving food in hospitals, nursing homes, schools or college food service departments or similar institutions. Responsibilities vary according to size and type of institution.*

TABLE 1

Competencies Required for 13 Food Service Jobs

GENERAL KNOWLEDGE COMPETENCIES

		PRODUCTION								SERVICE				MID-MGT.
	PAGE & COMPETENCY #	KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Makes initial career decisions.	1.01	X	X	X	X	X	X	X	X	X	X	X	X	X
Adjusts food service operations in terms of relevant socio-economic factors.	1.02													X
Uses effective verbal communication.	1.03	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses effective non-verbal communication.	1.04	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses correct telephone techniques.	1.05	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses appropriate resources for locating job possibilities.	1.06	X	X	X	X	X	X	X	X	X	X	X	X	X
Prepares appropriate personal resume form (data sheet).	1.07	X	X	X	X	X	X	X	X	X	X	X	X	X
Prepares letters of inquiry and application.	1.08	X	X	X	X	X	X	X	X	X	X	X	X	X
Prepares an application form for a job.	1.09	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses appropriate procedures when interviewing for a job.	1.10	X	X	X	X	X	X	X	X	X	X	X	X	X
Prepares correspondence and forms necessary in food service operations.	1.11													X
Uses shop/trade vocabulary in relation to job.	1.12	X	X	X	X	X	X	X	X	X	X	X	X	X
Exhibits personal qualities necessary for a job in the food service industry.	1.13	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrates interpersonal relationship patterns necessary to be effective on the job.	1.14	X	X	X	X	X	X	X	X	X	X	X	X	X
Exhibits behavior indicative of acceptable professional ethics.	1.15	X	X	X	X	X	X	X	X	X	X	X	X	X

GENERAL KNOWLEDGE COMPETENCIES (cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Consistently uses recommended personal hygiene practices.	1.16	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses principles of sanitation, and follows state regulations established for the food service industry.	1.17	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses safe practices and follows regulations established for the food service industry.	1.18	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluates policies for training and enforcement of personal hygiene, sanitation, and safety requirements.	1.19													X
Follows appropriate first aid procedures.	1.20	X	X	X	X	X	X	X	X	X	X	X	X	X
Makes decisions about need for first aid procedures; carries them out when appropriate, and fills out the needed records and reports.	1.21													X
Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.	1.22	X	X	X	X	X	X	X	X	X	X	X	X	X
Supervises others in their compliance with laws and statutes pertaining to Food Service.	1.23											X		X
Applies basic math skills required for a specific job.	1.24	X	X	X	X	X	X	X	X	X	X	X	X	X
Weighs and measures accurately as required to perform job tasks.	1.25	X	X	X	X	X	X	X	X				X	X
Follows directions which are based on food science principles.	1.26		X	X	X	X	X	X	X					X
Uses scientific principles in food preparation.	1.27						X	X	X					X

GENERAL KNOWLEDGE COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION									SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Uses serving, storage, and preparation methods which conserve nutrients.	1.28		X	X	X	X	X	X	X					X
Fills special dietary orders as requested.	1.29		*X	X										X
Uses a diet manual to modify regular menus to meet special dietary needs.	1.30						*X	*X						*X
Plans nutritious menus.	1.31						X	X						X
Demonstrates an understanding of computer science in the food service industry.	1.32													X
Uses machine calculators.	1.33							X				X		X
Uses a typewriter.**	1.34													X

*If employed in nursing homes and hospitals.
**Optional: Inclusion to be determined by district needs.

FOOD PREPARATION COMPETENCIES

Identifies common ingredients used in food preparation.	2.01	X	X	X	X	X	X	X	X					X
Selects appropriate ingredients or substitute ingredients for recipes.	2.02		X		X	X	X	X	X					X
Prepares ingredients and performs initial processes in the preparation of certain foods.	2.03		X		X	X	X	X						X
Demonstrates preparation of a standard product by following standardized recipe.	2.04	X	X	X	X	X	X	X	X					X

FOOD PREPARATION COMPETENCIES (Con't'd)

	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Identifies fruit.	2.05	X	X	X	X	X	X	X	X		X	X	X	X
Selects fruits according to desired use.	2.06		X		X	X	X	X	X					X
Prepares fruit products to meet standard criteria.	2.07				X		X	X	X					X
Identifies vegetables.	2.08	X	X	X	X	X	X	X			X	X		X
Selects type or variety of vegetable suitable for a given recipe or preparation method.	2.09		X		X		X	X						X
Prepares vegetables to meet criteria for quality products.	2.10		X			X	X	X						X
Identifies sandwiches according to type, ingredients and preparation method.	2.11	X	X	X	X	X	X	X			X	X		X
Prepares sandwiches to meet criteria for quality products.	2.12		X	X	X	X	X	X						X
Identifies soups according to ingredients and cooking process.	2.13	X	X	X	X	X	X	X						X
Prepares various types of soups which meet quality standards.	2.14		X		X	X	X	X						X
Identifies and classifies salads according to ingredients, temperature and use in a meal.	2.15	X	X	X	X	X	X	X		X	X	X		X
Prepares salads to meet standard product criteria.	2.16				X	X	X	X			X	X		X
Identifies salad dressings.	2.17	X	X	X	X	X	X	X		X	X	X		X
Selects salad dressings according to use.	2.18		X	X	X	X	X	X			X	X		X
Prepares salad dressings to meet standard product criteria.	2.19				X		X	X						X

FOOD PREPARATION COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION									SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT		BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Identifies basic types of sauces according to the foods with which they are served.	2.20	X	X	X	X	X	X	X	X		X	X	X	X	X
Prepares sauces to meet criteria for a quality product.	2.21		X		X	X	X	X	X						X
Identifies entree egg dishes.	2.22	X	X	X	X	X	X	X	X			X	X		X
Prepares egg dishes and uses eggs as ingredients in other products.	2.23		X		X	X	X	X	X						X
Identifies various cheeses according to uses, texture and storage requirements.	2.24		X		X	X	X	X	X			X	X		X
Prepares foods using cheese products to meet quality standards.	2.25		X		X	X	X	X	X						X
Identifies cuts of meat.	2.26	X	X	X	X	X	X	X				X	X		X
Selects meats suitable for preparation techniques described in recipes.	2.27		X		X	X	X	X							X
Carves both freshly cooked and pre-packaged meats and poultry, using both hand and machine methods.	2.28				X	X	X	X							X
Prepares meats which require relatively long cooking periods.	2.29					X	X	X							X
Prepares short order meats.	2.30					X	X	X							X
Identifies available poultry varieties, market forms, and physical states.	2.31	X	X	X	X	X	X	X				X	X		X
Classifies poultry according to its use.	2.32				X	X	X	X							X
Prepares poultry dishes to meet quality standards.	2.33		X		X	X	X	X							X

FOOD PREPARATION COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Identifies fish and shellfish by market properties and physical states.	2.34	X	X	X	X	X	X	X			X	X		X
Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.	2.35					X	X	X						X
Identifies breads and rolls.	2.36	X	X	X	X	X	X	X	X	X	X	X		X
Prepares breads and rolls from both batters and doughs.	2.37	X	X	X	X	X	X	X	X	X	X	X		X
Selects desserts of different types for preparation or service.	2.38	X	X	X	X		X	X	X	X	X	X		X
Prepares different types of desserts to meet quality standards.	2.39	X	X	X	X		X	X	X		X	X		X
Prepares non-alcoholic beverages.	2.40					X	X	X			X	X	X	X
Prepares alcoholic beverages.	2.41										X	X	X	X
Compares various forms of products to determine cost, quality and customer acceptance.	2.42							X	X					X
Prepares convenience foods in a food service operation.	2.43	X	X		X	X	X	X	X					X
Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.	2.44						X	X	X					X
Uses leftovers.	2.45				X	X	X	X	X					X
Prepares canapes and hors d'oeuvres to meet quality standards.	2.46		X		X	X	X	X	X		X	X		X

FOOD PREPARATION COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Prepares products classified as gourmet foods.	2.47						X	X	X					X
Prepares decorative showpieces.	2.48		X		X		X	X	X					X
Arranges food attractively.	2.49					X	X	X	X					X
Decorates or garnishes food, as required in a particular job assignment.	2.50		X	X	X	X	X	X	X		X	X	X	X
Prepares, arranges and replenishes a buffet.	2.51						X	X				X		X
Uses microwave equipment in food preparation.	2.52		X		X	X	X	X			X	X		X
Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.	2.53					*X	X	X	*X					X

*May not need to be familiar with all products listed in Content.

SERVING COMPETENCIES

Sets up and works at a steam table.	3.01	X	X	X		X	X	X						
Supervises setting up and working at a steam table.	3.02							X						X
Sets up food trays.	3.03	X	X	X	X									
Supervises others in setting up food trays.	3.04													X
Portions foods and beverages as required in specific situations.	3.05	X	X	X	X	X	X	X	X		X	X	X	

SERVING COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Greets and seats patrons.	3.06										X	X	X	X
Sets and clears tables.	3.07									X	X	X		
Takes and processes food and beverage orders and processes payment of guest checks.	3.08										X	X	X	X
Serves and removes food and beverages.	3.09										X	X		
Serves alcoholic beverages.	3.10										X	X	X	
Supervises others serving patrons in a dining room food service situation.	3.11											X		X
Uses and maintains equipment and utensils related to dining room service.	3.12									X	X	X	X	X
WORK SIMPLIFICATION AND MAINTENANCE COMPETENCIES														
Uses basic work simplification techniques.	4.01	X	X	X	X	X	X	X	X	X	X	X	X	X
Sets up individual work area, and organizes it for maximum efficiency.	4.02	X	X	X	X	X	X	X	X	X	X	X	X	X
Keeps work area clean and orderly.	4.03	X	X	X	X	X	X	X	X	X	X	X	X	X
Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.	4.04					X	X	X	X			X		X
Handwashes small equipment and utensils.	4.05	X	X	X	X	X	X	X	X	X	X	X	X	X

WORK SIMPLIFICATION AND MAINTENANCE COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Uses correct procedures in dishwashing operation.	4.06	X	X	X	X									X
Handwashes glasses.	4.07	X									X	X	X	X
Supervises other personnel when washing dishes, small equipment, and utensils by hand or machine.	4.08													X
MANAGEMENT AND SUPERVISION COMPETENCIES														
Prepares work schedules and job assignments.	5.01							X				X	X	X
Takes reservations and schedules meal service.	5.02											X	X	X
Operates cash register, including balancing cash drawers.	5.03											X	X	X
Plans and supervises buffets, banquets and catered events.	5.04							X				X		X
Applies merchandising techniques to increase food sales.	5.05						X	X			X	X	X	X
Purchases food and consumable supplies and controls inventory.	5.06							X						X
Maintains records of food service operation.	5.07					X	X	X	X		X	X	X	X
Develops and evaluates ways to organize and administer a food service operation.	5.08													X
Plans the staffing of a food service operation.	5.09													X
Develops and carries out plans for training and supervising employees.	5.10													X

MANAGEMENT AND SUPERVISION COMPETENCIES (Cont'd)	PAGE & COMPETENCY #	PRODUCTION								SERVICE				MID-MGT.
		KITCHEN HELPER	FOOD SERVICE WORKER	DIETARY AIDE	PANTRY WORKER	SHORT ORDER COOK	ASSISTANT COOK	COOK	BAKER ASSISTANT	BUS ATTENDANT	WAITER/WAITRESS	HOST/HOSTESS	BARTENDER	MANAGER/ F.S. SUPERVISOR
Plans and evaluates menus.	5.11													X
Analyzes costs and sales in a food service operation to determine profit and loss.	5.12													X
Prepares multi-media advertising and merchandising programs.	5.13													X
Analyzes facility layout and flow design for efficiency.	5.14													X
Supervises equipment selection, layout, use and care.	5.15							X						X

GENERAL KNOWLEDGE COMPETENCIES

CURRICULUM AREAS INCLUDED:

- Career Opportunities
- Communications
- Human Relations
- Food Service Operations
- Shop/Trade Vocabulary
- Hygiene
- Sanitation
- Safety
- First Aid
- Laws & Statutes
- Basic Math
- Food Science
- Nutrition
- Computure Science
- Business Machines

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CURRICULUM AREA

General Knowledge - Career Opportunities

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.01
Makes initial career decisions.

BEHAVIORAL OBJECTIVES:

Cog. 2 Given 5 hypothetical case situations, the student explains in writing 5 factors in each which might influence a personal career decision.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Personal values and goals A. Values B. Personal goals 1. Social 2. Economic 3. Aesthetic II. Personal qualifications A. Getting along with people B. Flexibility C. Physical stamina III. Industry/job factors A. Kinds of establishments 1. Commercial a. Dining room b. Cafeteria c. Short order d. Banquet e. Vending f. Catering g. Mobile units	1. Using available resources, define values and goals and discuss how they affect decision-making. 2. Use a checklist to determine personal values. 3. Rank personal values in order of importance. 4. List personal short and long term goals. 5. Relate personal goals to personal values. 6. Using available resources, identify personal qualities necessary for jobs in food service. 7. Interview or have as guest speakers former students or other people who are now on the job or enrolled in a training program to share their experiences regarding the industry and personal qualities necessary. Summarize.	Using case studies illustrating career opportunities and personal characteristics, explain in writing how various factors affect career decisions.

CURRICULUM AREA

COMPETENCY: Makes initial career decisions.

General Knowledge - Career Opportunities

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
2. Institutional a. Hospital b. Nursing home c. Dormitory d. Schools e. Penal B. Working conditions C. Responsibilities D. Income-Fringe benefits E. Hours F. Stress G. Advancement 1. Ladders and lattices 2. Job cluster concept 3. Educational opportunities IV. Socio-economic factors A. Increased leisure time B. Varied living patterns 1. Single living 2. Working women C. Inflation/depression D. Income trends E. Work week variations F. Job supply and demand G. Consumer awareness	8. Using information from field trips, employers and other resources, list and discuss personal qualities recommended for food service employees. 9. Using available resources, identify the kinds of food service establishments. 10. Select several kinds of food service establishments and investigate working conditions and job responsibilities. 11. Select a food service establishment and identify a career ladder and a lattice within the organization and the training and personal qualities necessary and/or important at each level. Discuss findings. 12. Using resources, identify socio-economic conditions affecting career decisions. 13. Listen to resource person discuss current trends in the industry and implications for job opportunities. Make individual or group summary. 14. Collect news articles about socio-economic conditions in a designated community, and discuss and predict the effects on the food service industry and job opportunities.	

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CURRICULUM AREA

General Knowledge - Food Service Operations

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 1.02

Adjusts food service operations in terms of relevant socio-economic factors.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 5 situations, the student analyzes current socio-economic factors and predicts the effects on each situation in the food service operation with 90% accuracy as judged by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Socio-Economic factors A. Availability of resources affecting food service operation 1. Labor 2. Food 3. Money B. Seasonal 1. Weather 2. Day and month 3. Special occasions C. Ethnic population D. Geographical location II. Current trends in the industry	1. Read available resources in order to identify socio-economic factors affecting food service operations. Discuss in relation to local, state and national trends in the food service industry. 2. Using information from field trips, employers and other resources, discuss the impact of the inter-relationship of various factors on volume of business and margin of profit. 3. In buzz groups, interpret news articles and predict the effects of socio-economic factors on a specific food service operation.	1. Using case studies, illustrating socio-economic factors, analyze the effects on food service operations. 2. Using current socio-economic factors, analyze possible effects of each on food service operations.

CURRICULUM AREA: General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
X Kitchen Helper	X Short Order Cook	X Bus Attendant	X Manager/Food Service Supervisor
X Food Service Worker	X Assistant Cook	X Waiter/Waitress	
X Dietary Aide	X Cook	X Host/Hostess	
X Pantry Worker	X Baker Assistant	X Bartender	

COMPETENCY: 1.03

Uses effective verbal communication.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student uses effective verbal communication in simulated or on-the-job situations to the satisfaction of the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Verbal communication A. Mechanics of speaking 1. Enunciation 2. Pronounciation 3. Projection 4. Grammar B. Giving and following verbal directions	1. Attend a resource person's presentation on verbal communication techniques and their value to the food service job. 2. Discuss significance of mechanics of speaking on the job in a small group and/or with instructor. 3. Compile a summary of situations identifying effects of appropriate verbal communications as they relate to the job. 4. Role play food service related situations and demonstrate the ability to ask questions in which directions are given and questions are asked. 5. Given verbal directions, paraphase correctly what was heard and then follow the directions.	1. On an audio-tape, demonstrate ability to use effective speech. 2. In a role-playing situation, give and follow directions to the satisfaction of the instructor/supervisor.

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CURRICULUM AREA	JOBS: PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
General Knowledge - Communications	XX Kitchen Helper XX Food Service Worker XX Dietary Aide XX Pantry Worker	XX Short Order Cook XX Assistant Cook XX Cook Y Baker Assistant	XX Bus Attendant XX Waiter/Waitress XX Host/Hostess Y Bartender	X Manager/Food Service Supervisor

COMPETENCY: 1.04
Uses effective non-verbal communication.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student demonstrates the use of effective non-verbal communication techniques in simulated or on-the-job situations to the satisfaction of the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Non-verbal communication A. Body language B. Facial expression C. Appearance and dress 1. Dress 2. Hair style 3. Grooming II. Giving and following written directions	1. Using resources, identify characteristics of non-verbal communication. Use video tape, if available, to identify expressions and gestures of which students may or may not be aware. 2. Discuss the cliche': "Actions speak louder than words". 3. Role-play using both accepted and non-accepted forms of nonverbal communication in typical job situations. Discuss observations. 4. Observe and note selected non-verbal signs of communication for a 24 hour period and report observations. 5. Compile a list of examples of appropriate and inappropriate non-verbal communication as they relate to the job. Make into a chart or poster and display in the classroom. 6. Prepare a checklist for identifying effective non-verbal behaviors.	Demonstrate effective non-verbal communication in situations observed by instructor/supervisor.

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CURRICULUM AREA

General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.05

Uses correct telephone techniques.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student demonstrates the use of appropriate telephone techniques in simulated or on-the-job situations to the satisfaction of the instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Telephone techniques A. Correct salutation B. Articulation C. Voice tone D. Procedures for taking messages, referring caller to another phone, etc.	1. Utilize resource materials from the telephone company i.e., communications kit, films, to identify correct or appropriate telephone techniques. Discuss. 2. Given recordings of sample phone conversations, identify the do's and don't's or acceptable procedures to use when answering the phone. 3. Role play telephone procedures, using situations related to the job. Discuss the effectiveness and/or ineffectiveness of the procedures used. 4. Role play appropriate telephone techniques in applying for a food service job or a preliminary interview.	Prepare an audio-tape to demonstrate your ability to use appropriate telephone techniques.

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CURRICULUM AREA

General Knowledge - Career Opportunities

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
☒ Kitchen Helper	☒ Short Order Cook	☒ Bus Attendant	☒ Manager/Food Service Supervisor
☒ Food Service Worker	☒ Assistant Cook	☒ Waiter/Waitress	
☒ Dietary Aide	☒ Cook	☒ Host/Hostess	
☒ Pantry Worker	☒ Baker Assistant	☒ Bartender	

COMPETENCY: 1.06

Uses appropriate resources for locating job possibilities.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student will use 5 area resources to identify job opportunities related to personal career interests.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Resource A. Newspaper B. T.V., radio C. Friends and family D. School placement services E. Job services F. Instructor G. Industry publications H. Advisory board	1. Examine want ads and other media for job information. 2. Interview personnel for job information. 3. Observe display of available job related materials on bulletin board.	Using available resources, select a job opportunity related to personal career interests.

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CURRICULUM AREA

General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.07

Prepares appropriate personal resume form (data sheet).

BEHAVIORAL OBJECTIVES:

Cog. 3 The student demonstrates appropriate techniques in preparing resume forms to conform to industry standards, as judged by the instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Resume forms (data sheets) A. Content B. Form II. Steps in preparing resume A. Gathering data B. Securing references C. Putting the data sheet together	1. Using resource material, identify the content and appropriate forms used in writing resumes. 2. In buzz groups, list items that should be included on resumes. 3. Individually list all personal data which might be relevant in applying for a job. In groups, compare lists with students who have had similar job training. 4. Discuss procedure for securing references. 5. Practice writing a sample resume, using proper form and neatness.	Prepare a resume.

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CURRICULUM AREA: General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
[X] Kitchen Helper	[X] Short Order Cook	[X] Bus Attendant	[X] Manager/Food Service Supervisor
[X] Food Service Worker	[X] Assistant Cook	[X] Waiter/Waitress	
[X] Dietary Aide	[X] Cook	[X] Host/Hostess	
[X] Pantry Worker	[X] Baker Assistant	[X] Bartender	

COMPETENCY: 1.08

Prepares letters of inquiry and application.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given necessary information, the student uses appropriate techniques in writing a letter of inquiry and a letter of application to conform to industry standards, as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Letters of inquiry and application A. Style B. Content C. Forms	1. Using references, identify parts, organization and forms of a business letter. 2. List reasons for writing a letter of application. 3. Study letters of application and develop guidelines for writing. 4. Practice writing letters of inquiry and application by answering newspaper advertisements.	Prepare one letter of inquiry and one of application for specific job openings following guidelines previously identified.

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CURRICULUM AREA

General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.09

Prepares an application form for a job.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student demonstrates appropriate techniques in preparing an application form which conforms to industry standards, as judged by the instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Application blanks A. Procedures for securing B. Information required 1. Social Security number 2. References 3. Work or school history C. Common terminology used on application forms D. Points to watch 1. Clarity of response 2. Accuracy and completeness 3. Correct spelling 4. Neatness	1. Utilize resource material to identify procedures, techniques, and information required for completing an application form. 2. Prepare bulletin board which illustrates points to remember when filling out application forms. Identify documents which may be needed when applying for a job. 3. Prepare a sample application form, and exchange with other students to get suggestions for improvement.	Obtain and prepare an application form for a specified job.

CURRICULUM AREA

General Knowledge - Communications

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
X Kitchen Helper	X Short Order Cook	X Bus Attendant	X Manager/Food Service Supervisor
X Food Service Worker	X Assistant Cook	X Waiter/Waitress	
X Dietary Aide	X Cook	X Host/Hostess	
X Pantry Worker	X Baker Assistant	X Bartender	

COMPETENCY: 1.10

Uses appropriate procedures when interviewing for a job.

BEHAVIORAL OBJECTIVES:

Cog. 3 In a simulated situation, the student demonstrates appropriate procedures when interviewing for a job, as judged by instructor.

Aff. 3 The student uses appropriate procedures whenever interviewing for a real or hypothetical job.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Interview A. Procedures 1. Securing an interview 2. Follow-up B. Techniques 1. Appropriate dress 2. Etiquette 3. Attitude C. Problems 1. Underselling oneself 2. Overselling oneself	1. Using available resources, identify procedures and techniques used in interviewing for a job. 2. Role play interviews and identify behavior that is acceptable and unacceptable. 3. Use a resource person or persons as an interviewer to gain a more realistic experience.	1. In a role-playing session, possibly video-taped, follow appropriate interview procedures. 2. Use appropriate procedures when applying for work at a job station.

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CURRICULUM AREA

General Knowledge - Communication

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.11

Prepares correspondence and forms necessary in food service operations.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares 3 kinds of correspondence and forms necessary for food service operations to conform to industry standards, as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Business correspondence A. Letters 1. Inquiry 2. Appreciation 3. Complaint B. Forms 1. Accident reports 2. Time cards 3. Purchase orders, etc.	1. Use resource materials to identify techniques in preparing correspondence. 2. Using samples of correspondence, identify techniques that are appropriate for particular situations and kinds of correspondence. 3. Prepare sample forms and letters. Form small groups to discuss the strengths and weaknesses in each item, and make suggestions for improvement.	Prepare correspondence and forms

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CURRICULUM AREA

General Knowledge - Shop/Trade Vocabulary

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.12

Uses shop/trade vocabulary in relation to job.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given a specified number of shop/trade terms pertaining to a job, the student uses the terms with 90% accuracy in writing or speaking.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation A. Recipe Terminology B. Tools and Utensils C. Equipment II. Service A. Types of service items (i.e., linens, tableware, condiments) B. Types of service C. Dining room terminology D. Bartender terminology and abbreviations III. Mid-management A. Record-keeping B. Organizational structure IV. Maintenance A. Equipment B. Supplies C. Procedures	1. Using resources, list and define basic vocabulary in relation to job. 2. Participate in group or laboratory games that emphasize terms such as flash cards, pictures, and crossword puzzles. 3. Examine menu to identify commonly used food and beverage preparation methods. 4. Identify from a display the correct name and usage of items used in the job. 5. In lab experience, use shop/trade vocabulary.	In practical situations, use appropriate shop and trade vocabulary.

CURRICULUM AREA: General Knowledge - Human Relations

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- ☒ Kitchen Helper
- ☒ Food Service Worker
- ☒ Dietary Aide
- ☒ Pantry Worker
- ☒ Short Order Cook
- ☒ Assistant Cook
- ☒ Cook
- ☒ Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- ☒ Bus Attendant
- ☒ Waiter/Waitress
- ☒ Host/Hostess
- ☒ Bartender

MID-MANAGEMENT
- ☒ Manager/Food Service Supervisor

COMPETENCY: 1.13
Exhibits personal qualities necessary for a job in the food service industry.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student exhibits personal qualities necessary for the job as judged by the instructor and/or employer in simulated and/or on-the-job situations.

Aff. 3 The student shows evidence of attempts to develop personal qualities needed, as indicated by anecdotal records kept by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Personal qualities necessary for the job A. Dependability B. Self-confidence C. Courtesy D. Cooperation E. Initiative F. Sense of humor G. Stability H. Maturity I. Honesty	1. Use available resources to identify personal qualities necessary for an employee of the Food Service industry. 2. Survey food service employers, employees, and students to determine personal qualities they deem important to food service workers. Tabulate results; draw conclusions relating the similarities and differences in response to the survey. 3. Discuss the importance of these qualifications and how they affect one's job. Identify important areas for consideration with the class in a small group. 4. Using a checklist or rating sheet, help class members to identify weaknesses and strengths and develop personal plans for self-improvement. 5. Set up objectives for the development of needed personal qualities, and make a plan for improving these qualities.	1. Using a personal development rating sheet, in conference with the instructor, identify strengths and weaknesses in personal qualities necessary for the job and develop a plan for improvement. 2. Give evidence of the possession of needed personal qualities in observable behavior on the job.

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CURRICULUM AREA

Human
General Knowledge - Relations

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.14

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 relationship situations on the job and/or in the laboratory, the student demonstrates, to the satisfaction of the instructor, behaviors which will promote good interpersonal relations.

Aff. 3 The student values effective interpersonal relations with employees, employers and customers, as indicated by comments recorded in a log or diary.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Interpersonal relationships A. With co-workers 1. Loyalty, getting along 2. Willingness to share work 3. Respect for other's knowledge and skills B. With employer 1. Loyalty 2. Conforming to rules and regulations 3. Folowing directions C. With customer 1. Service orientation 2. Responding to complaints and compliments II. Possible sources of interpersonal conflicts on the job A. Hours of work B. Salary and tipping C. Dress requirements	1. Using available resources, identify desirable patterns in interpersonal relationships. 2. Listen to presentation by a resource person on the value of good interpersonal relationships in the world of work. 3. Discuss common causes of interpersonal conflict in job related situations. 4. Participate in a buzz session to identify procedures in handling compliments and complaints from customers. 5. Role play interpersonal relationship situations and discuss human factors that may influence getting and keeping a job. 6. Develop a rating sheet to identify characteristics of effective interpersonal relationships. Utilize rating sheet in simulated or on the job experience. Discuss findings.	1. Respond appropriately in situations involving interpersonal relationships. 2. Record comments indicating value of good human relations in log or diary, which teacher can evaluate.

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CURRICULUM AREA

General Knowledge - Human Relations

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [x] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [x] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 1.15

Exhibits behavior indicative of acceptable professional ethics.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 situations in the job and/or the laboratory which involve ethical decisions, the student makes an acceptable professional response, as judged by the instructor and/or employer.

Aff. 3 In situations observed by the instructor or employer, the student consistently acts according to established professional ethics, and encourages fellow workers to do the same.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Ethical behavior A. Loyalty B. Maintenance of standards C. Honesty D. Maintaining confidences II. Consequences of unethical behavior	1. Using resources, define ethics and related terms. 2. Identify behaviors that would indicate acceptable professional ethics and prepare a simple ethical code which would be applicable to a given job. 3. Use the code to decide on appropriate behavior in particular situations which might arise. 4. Cite examples that illustrate unacceptable professional ethics. 5. Discuss the effect of unethical behavior on an employer, one's co-workers, business success and one's personal development. 6. Role play problem situations involving ethical behavior.	1. Solve case problems involving ethical decisions in an acceptable professional manner. 2. Demonstrate ethical behavior when observed by instructor or others.

WORKING PAPERS - REVISED JUNE, 1975

CURRICULUM AREA

General Knowledge - Hygiene

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
X Kitchen Helper	X Short Order Cook	X Bus Attendant	X Manager/Food Service Supervisor
X Food Service Worker	X Assistant Cook	X Waiter/Waitress	
X Dietary Aide	X Cook	X Host/Hostess	
X Pantry Worker	X Baker Assistant	X Bartender	

COMPETENCY: 1.16

Consistently uses recommended personal hygiene practices.

BEHAVIORAL OBJECTIVES:

Cog. 3 In work situations, student uses personal hygiene practices which meet established industry and government standards and regulations.

Aff. 3 In work situations, the student demonstrates by personal hygiene practice, as observed and/or recorded in a log or diary, that he values consistently high hygiene standards.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Personal hygiene responsibilities A. Body and oral cleanliness B. Moderate make-up II. Appropriate clothing A. Hair net or hat B. Limited jewelry C. Comfortable work shoes III. Condition of clothing A. Clean and unspotted B. Pressed - not wrinkled C. In good repair	1. Use buzz sessions and/or reference books, filmstrips or films to identify desirable personal hygiene habits. 2. Using information from discussions and films, develop rating sheet on personal habits (hygiene). 3. Use the developed rating sheet in a laboratory situation to assess and evaluate personal hygiene practices. 4. Use the developed rating sheet to assess and evaluate personal hygiene practices of other class members. 5. Analyze the statement, "The motivation of an employee for personal hygiene practice is influenced by the consumer, business, government and peers".	1. Submit log or diary for instructor/supervisor evaluation. 2. Confer with teacher/work supervisor to evaluate personal hygiene habits in lab and on the job. (Periodic re-evaluations and conferences as necessary.

WORKING PAPERS - REVISED JUNE, 1975

CURRICULUM AREA

General Knowledge - Sanitation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.17

Uses principles of sanitation, and follows state regulations established for the food service industry.

BEHAVIORAL OBJECTIVES:

Cog. 3 In work situations, the student uses sanitary procedures according to criteria established by government regulations.

Aff. 3 In work situations, the student consistently uses appropriate sanitation practices as judged by supervisor/teacher.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Personal sanitation practices A. Washing hands B. Wearing clean clothing C. Avoiding contact with food to be served - i.e. licking fingers, tasting, talking over food, touching hair and face, etc. D. Reporting for work only when in good health II. Sanitary food handling practices A. Those which prevent food borne illnesses B. Those to control pests III. Equipment A. Importance of cleanliness and sanitization B. Storage to preserve sanitary conditions	1. Using available resources, identify desirable personal sanitation practices. 2. After viewing or recalling instances of products with visible unsanitary conditions, such as hair in salad, orally express personal reaction to product. Draw conclusions as to ways in which poor personal sanitation practices may affect business. 3. Through buzz sessions, review ways in which diseases can be transmitted by persons who prepare or serve food. 4. Through readings, transparencies, filmstrips and/or discussion, identify the sources and growth conditions required by micro-organisms which commonly cause food borne illnesses. 5. Use transparencies and filmstrips to identify kitchen pests and their relationship to contamination of food and the development of food borne illnesses.	Have instructor and/or supervisor observe use of sanitation procedures on the job or in a simulated situation.

CURRICULUM AREA

General Knowledge - Sanitation

COMPETENCY: Uses principles of sanitation, and follows state regulations established for the food service industry.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
IV. Laws and regulations A. Local (also county) B. State C. Federal	6. Identify situations where special care of equipment is essential for sanitary purposes, i.e. - cleaning can-opener, scrubbing cutting boards and knives after preparing chicken and fish. 7. Using existing laboratory facilities or pictures, list areas of sub-optimal sanitary conditions according to pre-determined checklist as established by the instructor. 8. In cooperation with the biology department, prepare an experiment showing bacterial growth and draw conclusions relating unsanitary conditions in food service establishments to possible spread of illness. 9. Invite appropriate public health personnel to discuss local, state and federal sanitation regulations and their purpose and provide copies of the available health codes. 10. When given a set of hypothetical work environments or case situations, identify and explain appropriate food handling procedures to maintain sanitary standards. 11. Develop a checklist of appropriate sanitation procedures. 12. In lab situation, use sanitation procedures as identified in checklist.	

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CURRICULUM AREA

General Knowledge - Safety

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.18

Uses safe practices and follows regulations established for the food service industry.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 descriptions of job or lab situations, the student orally identifie possible hazards, demonstrates ways to correct these and operates safely in each situation.

Aff. 3 The student assumes a responsibility for safety standards in daily work situations as identified by anecdotal records and observation reports of instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Causes of accidents A. Equipment and utensils B. Slipping C. Burns D. Cuts E. Falls F. Fire and explosion II. Prevention of accidents A. Safe equipment, kept in repair B. Correct handling of small and large equipment C. Safe way of lifting and bending III. Provision for handling A. Equipment, such as fire extinguishers and sprinklers systems B. First aid training for employees	1. Use books, filmstrip and/or workmen's compensation speaker to identify causes of accidents. 2. Invite resource person from the fire department to discuss causes of fires in food service establishments and means of prevention. 3. Demonstrate and/or explain use of fire extinguishing methods. 4. Given a series of safety oriented situations, (written or on film), discuss appropriate solutions. 5. From the class list of compiled causes of accidents, identify those most threatening to student's lab situation and/or co-op station. 6. Use cartoon transparencies to identify common causes of accidents in food service establishments.	1. Using case studies, pictures and/or laboratory or on-the-job situations, identify potentially hazardous situations and show methods to correct hazards and prevent accidents. 2. When asked, describe personal use of safe practices to instructor supervisor.

CURRICULUM AREA

General Knowledge - Safety

COMPETENCY: Uses safe practices and follows regulations established for the food service industry.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
IV. Occupational Health and Safety Act (OSHA) codes	7. Using case studies in buzz groups, analyze the relationship of attitudes and performance skills to prevent accidents. Identify safety principles that should be used in each situation. 8. Examine and practice body mechanics such as lifting, bending, etc. as they relate to safety in lab work. Discuss individually or in small groups. 9. Brainstorm potential hazardous situations and role play possible solutions which apply safety principles in work habits and attitudes. 10. Study Occupational Safety and Health Act and discuss relevancy to food service industry. 11. List employee responsibilities as affected by O.S.H.A.	

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CURRICULUM AREA: General Knowledge - Hygiene-Sanitation-Safety

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT
- Manager/Food Service Supervisor

COMPETENCY: 1.19

Evaluates policies for training and enforcement of personal hygiene, sanitation, and safety requirements.

BEHAVIORAL OBJECTIVES:

Cog. 6 Given a hypothetical situation, the student plans training and enforcement policies and procedures for personal hygiene, sanitation, and safety, and justifies each policy in a way which satisfies the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Policies and reationale A. Personal hygiene B. Sanitation C. Safety II. Training procedures III. Enforcement procedures	1. Visit local food services, interview personnel and/or observe hygiene, sanitation, safety procedures. 2. With a resource person such as a public sanitation or manager operator, discuss existing hygiene, sanitation and safety policies, difficulties in enforcement and suggested problem solving procedures. 3. Use examples of existing policies of food service establishments and verbally present to class strengths and weaknesses. 4. Brainstorm methods of training food service workers to meet the guidelines of established policies consistently. 5. Develop a written training program and a means for implementation and enforcement.	Select a situation and develop a personal hygiene sanitation and safety poli including guidelines for training and enforcement, justification and implemen tion.

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CURRICULUM AREA

General Knowledge - First Aid

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.20

Follows appropriate first aid procedures.

BEHAVIORAL OBJECTIVES:

Cog. 2 Given 10 representative situations requiring first aid, the student identifies the problem and explains appropriate treatment or referral procedures, with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types of injuries A. Burns B. Cuts C. Falls D. Strains E. Sprains F. Bleeding G. Bruises H. Breaks I. Shock J. Choking II. Procedures for reporting an accident III. Treatment IV. Legal and moral implications	1. Identify common injuries through films, first aid manual, and brainstorming. Discuss treatment and/or reporting procedures. 2. Observe demonstrations of first aid procedures by resource person (nurse or Red Cross). 3. Practice procedures under proper supervision. 4. List places and methods of seeking help and reporting accidents in emergency situations. 5. Participate in a discussion of Red Cross emergency room chart and wallet cards or their equivalents; post in appropriate places. 6. Listen to a teacher, attorney or other resource person explain legal and moral implications of certain injuries and situations occuring in Food Service establishments.	Using case studies, role-playing situations, and/or objective tests - students will identify the problem, explain appropriate treatment and referral procedure

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CURRICULUM AREA

General Knowledge - First Aid

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.21

Makes decisions about need for first aid procedures; carries them out when appropriate, and fills out the needed records and reports.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 5 case situations the student will identify the situations requiring first aid, initiate treatment as needed and record procedures used with 100% accuracy as judged by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Treatment A. Immediate B. Referrals II. Recording and reporting A. Insurance forms B. Workman's compensation records	1. Complete 8 hour Red Cross First Aid Course. 2. Discuss recording and reporting procedures, inhouse OSHA requirements. 3. Role play accident situations: identify first aid treatment needed and/or make the proper referral. 4. Practice filling out the appropriate records and insurance forms.	In case situations, identify first aid treatment and explain necessary recording and reporting procedures.

WORKING PAPERS - REVISED JUNE, 1975

CURRICULUM AREA: General Knowledge - Laws and Statutes

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT
- Manager/Food Service Supervisor

COMPETENCY: 1.22

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

BEHAVIORAL OBJECTIVES:

Cog. 2 On a paper and pencil test, the student identifies and interprets personal rights given and responsibilities required in the various state and federal laws applicable to the food service industry, with 75% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Laws and Statutes A. Employer - employee related such as: 1. Child labor 2. Collective bargaining 3. Social Security 4. Hour and wage 5. Workmen's Compensation 6. Equal Opportunity B. Health and Safety such as: 1. Federal, State and local codes 2. Interstate Commerce Commission 3. Food and Drug Administration 4. Occupational Safety and Health Act 5. State and local sanitation codes	1. Read resources and discuss to identify basic laws and statutes. 2. Attend guest lecture (Employment Service representative and/or Health Inspector). Discuss how the information applies to Food Service. 3. Make a chart of the major rights given and responsibilities required by the important state and federal laws identified in experience 1. 4. Identify practices carried out in the various work stations which are required by these laws. 5. Discuss consequences of non-compliance with laws and statutes.	Take objective test relatin employee rights and responsibilities to various state and federal laws.

CURRICULUM AREA

General Knowledge - Laws and Statutes

COMPETENCY: Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Laws and Statutes (cont'd) C. Consumer rights such as: 1. Weights and measures 2. Accountable advertising 3. Quality food and service commensurate with establishment II. Consequences of non-compliance III. Significance and relevance of laws and statutes		

CURRICULUM AREA: General Knowledge - Laws and Statutes

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT
- Manager/Food Service Supervisor

COMPETENCY: 1.23
Supervises others in their compliance with laws and statutes pertaining to food service.

BEHAVIORAL OBJECTIVES:
Cog. 3 When supervising other student personnel in simulated work situations, the student consistently requires compliance with laws and statutes.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Laws and Statutes A. Employer/employee B. Health and safety C. Consumer rights II. Enforcement of Statutes and Laws A. Inspection B. Penalties	1. Select a resource person (city sanitarian, etc.) to aid in identifying local and state regulations and enforcement responsibilities, penalties for non-compliance and procedures employed for inspection activities. 2. Attend a lecture on enforcement of statutes and laws. 3. Find and show evidences of non-compliance in case studies of food service situations.	In a practical situation, supervise others and check their compliance with laws and statutes.

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CURRICULUM AREA

General Knowledge - Basic Math

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.24

Applies basic math skills required for a specific job.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given a minimum of 50 problems related to the job, the student solves 80% of the problems correctly.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Basic Math skills A. Addition B. Subtraction C. Multiplication D. Division E. Percentages F. Fractions G. Decimals H. Counting (bussing attendant) I. Ratios (bartender)	1. Review math skills according to job needs using problems related to food service industry. For example: a. Bussing Attendant: 1. Practice counting when assisting in taking inventory 2. Practice counting table set-ups, side stand set-ups, and dish room inventories b. Waiter/Waitress, Host/Hostess: 1. Role-play situations involving making change using all coins and small bills 2. Practice computation of guest checks (including sales tax) c. Bartender: 1. Determine number of shots in a quart 2. Take inventory 3. Determine ratio of ingredients when pre-preparing drinks for large groups d. Kitchen Helper, Dietary Aide, Pantry Worker and Food Service Worker: 1. Follow directions in procurement of supplies	Solve problems related to specific job tasks on an objective test.

CURRICULUM AREA

General Knowledge - Basic Math

COMPETENCY: Applies basic math skills required for a specific job.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	2. Calculate number of meal trays needed 3. Determine amount of detergent needed in various dish washing situations 4. Practice increasing and decreasing recipes e. Baker Assistant, Assistant Cook, Short Order Cook, Cook and Manager: 1. Use resources to identify differences in weights/volumes in various food products (2 c butter = 1#, 5¾ c coffee = 1# 2. Participate in inventory control process 3. Practice adjusting, adapting and converting recipes for various size groups f. Host/Hostess: 1. Practice scheduling work hours 2. Practice calculating tip income of waitresses 3. Tabulate and record daily sales g. Cook and Manager: 1. Prepare purchase orders 2. Check and validate invoices 3. Calculate payroll (including Social Security and Withholding Tax) 4. Practice scheduling work hours 5. Practice production portion and cost control	

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CURRICULUM AREA

Weights/
General Knowledge - Measures

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [Y] Manager/Food Service Supervisor

COMPETENCY: 1.25

Weighs and measures accurately as required to perform job tasks.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 recipes, the student will weigh and/or measure, with 100% accuracy, the ingredients needed for each.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Measures (volume)(including) metric) - liquid & dry A. Abbreviations B. Equivalents C. Procedures for accuracy 1. Equipment 2. Techniques II. Weights (including metric) A. Abbreviations B. Equivalents C. Procedures for accuracy 1. Equipment 2. Techniques	1. Use resources to identify abbreviations, equivalents, and procedures for measuring by volume and weights. 2. Watch a demonstration of proper scaling and weighing techniques. 3. Prepare flash cards and develop a game to learn equivalent weights and measures, including metric if appropriate. 4. Practice accuracy in measuring techniques in lab experiences. 5. Develop a personal chart listing equivalents of common measuring devices, such as "4 quarts in a gallon", etc. 6. Watch a demonstration of the use of scales, rating the difference in weights of various ingredients. 7 Practice weighing techniques in lab experiences.	In a laboratory situation, using actual materials, weigh and measure the ingredients needed for recipes assigned by the instructor.

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CURRICULUM AREA

General Knowledge - Food Science

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 1.26

Follows directions which are based on food science principles.

BEHAVIORAL OBJECTIVES:

Cog. 2 In 10 work situations, the student carries out procedures which are based on food science principles applicable to the job as directed by the instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Science principles related to A. Protein foods B. Fruits C. Vegetables D. Bread and Cereals II. Effects of temperature on food III. Effects of acid and alkali on food IV. Effects of storage conditions on food	1. Using appropriate resources, study and discuss food science principles. 2. Observe demonstrations of food preparation which illustrate basic food science principles. Summarize the principles used in each demonstration and note the importance of following directions and the possible results of carelessness.	When preparing food, follow directions of instructors or supervisor with accuracy.

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CURRICULUM AREA

General Knowledge - Food Science

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.27

Uses scientific principles in food preparation.

BEHAVIORAL OBJECTIVES:

Cog. 4 In 10 work situations, the student identifies and uses appropriate food science principles as they apply to particular tasks, and explains the principles supporting the procedures, to the teacher's satisfaction.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Scientific principles of food preparation A. Starches B. Sugars C. Fats (emulsions) D. Flavoring agents and extractions E. Leavening agents F. Gelatin II. Effects of temperature on food A. Evaporation reduction B. Thickening and coagulation C. Nutrient loss III. Effects of acid and alkali on food IV. Effects of storage conditions on food	1. Read and discuss references on food science principles and results. 2. Observe effects of use or neglect of food science principles in laboratory demonstrations arranged for this purpose. Identify the applicable principles in each case and explain the results. 3. Given examples of food preparation situations, practice identifying the related scientific principles.	Use food science principles when preparing food; identify which ones are being used and explain effects of their use.

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CURRICULUM AREA

General Knowledge - Nutrition

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 1.28
Uses serving, storage, and preparation methods which conserve nutrients.

BEHAVIORAL OBJECTIVES:
Cog. 3 Given 9 representative ingredients and products, the student demonstrates appropriate methods of nutrient conservation for the instructor/supervisor, with no more than one error.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Retention of nutrients A. Preparation B. Serving C. Storage	1. Use charts, filmstrips, textbooks and/or transparencies illustrating the Basic 4 and food nutrients. 2. Discuss the relationship of specific nutrients to The Basic 4. 3. Use resources to identify procedures for conserving nutrients during preparation, serving, and storage of food. Discuss. Draw conclusions. 4. Observe demonstrations of storage, preparation and serving methods recommended to retain nutrients. 5. From a list of ingredients and products, randomly select and demonstrate appropriate nutrient conservation procedures used in serving, storage and preparation.	In a practical test, use methods of nutrient conservation for storing 3 foods, preparing 3 foods and servir 3 foods.

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CURRICULUM AREA

General Knowledge - Nutrition

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- *☒ Food Service Worker
- ☒ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

*if employed in nursing homes and hospitals

COMPETENCY: 1.29
Fills special dietary orders as requested.

BEHAVIORAL OBJECTIVES:

Cog. 2 Given 5 common special dietary requests, the student chooses foods from a given daily menu list, to fill the order with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Basic 4 II. Recommended daily allowance III. Allowable foods in special diets A. Low fat B. Low carbohydrate C. Low sodium D. Low cholesterol E. Low residue(bland) F. High protein G. Diabetic H. Low or high calorie	1. Use references on special dietary needs to identify problems and dietary solutions. 2. Discuss Recommended Daily Allowances and The Basic 4 and their importance. 3. Using simulated special dietary requests, follow directions for food items to be placed on the regular menu.	In a simulated or lab experience, fill special dietary requests.

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CURRICULUM AREA

General Knowledge - Nutrition

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
▱ Kitchen Helper	▱ Short Order Cook	▱ Bus Attendant	*[X] Manager/Food Service Supervisor
▱ Food Service Worker	*[X] Assistant Cook	▱ Waiter/Waitress	
▱ Dietary Aide	*[X] Cook	▱ Host/Hostess	
▱ Pantry Worker	▱ Baker Assistant	▱ Bartender	

*if employed in nursing homes and hospitals

COMPETENCY: 1.30

Uses a diet manual to modify regular menus to meet special dietary needs.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 regular (general) menus, and access to a diet manual, the student plans food substitutions to be used to meet special dietary needs, with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Modifications of regular menus for therapeutic diets A. Low fat B. Low carbohydrate C. Low sodium D. Low cholesterol E. Low residual (bland) F. High protein G. Diabetic H. Low or high calorie	1. Examine menus and select foods to be included, substituted and/or eliminated from diets for patients with special needs. 2. Discuss reasons for selections and/or omissions using a diet manual as a reference.	Using regular menus, write the appropriate substitution for each of the special dietary needs, with the assistance of a diet manual.

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CURRICULUM AREA

General Knowledge - Nutrition

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [ ] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 1.31
Plans nutritious menus.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student plans one week of nutritious menus that are judged by the instructor/supervisor to be suitable for two different food service situations.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Meal planning principles A. Basic 4 B. Aesthetic qualities (flavor, color) II. Limiting factors A. Cost B. Equipment available C. Season D. Regional preferences E. Changing consumer demands III. Types of menus A. Computer menus B. Cycle menus C. Other menus	1. Use textbooks and filmstrips to determine how to plan balanced meals. 2. Investigate 2 types of institutions to identify nutritional balance in menus and methods used for planning. 3. Discuss with instructor/supervisor how limiting factors such as cost, seasonal foods, regional preferences and changing consumer demands may influence nutritional choice in menu planning. 4. Using nutritionally balanced menus, suggest food substitutions that may be needed to meet the above conditions. 5. Using selected daily menus, analyze nutritional and menu planning strengths and weaknesses and make suggestions for improvement.	Plan menus for food service situation (i.e., school, dormitory, hospital, supper club), with specific limitations.

WORKING PAPERS - REVISED JUNE, 1975

CURRICULUM AREA

General Knowledge - Computer Science

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.32

Demonstrates an understanding of computer science in the food service industry.

BEHAVIORAL OBJECTIVES:

Cog. 2 The student summarizes in writing, at least six out of seven uses of computer science in the food service industry.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Computer Science Uses A. Menu planning B. Sales analysis C. Schedules D. Inventory 1. Equipment 2. Food products 3. Recipes E. Purchasing F. Check out (cash register replacement) G. Reports of market trends and the state of the industry	1. Attend a demonstration/lecture by resource person explaining the use of computer science in the food service industry. 2. Take a field trip to a food service or related business to observe computerized operations. Discuss the advantages of computerized operations in a small group and/or with instructor. 3. Read articles in current periodicals for computer science information. Discuss.	Prepare a written summary of the uses of computer science in the food service industry.

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CURRICULUM AREA

Business
General Knowledge - Machines

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 1.33

Use machine calculators.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 situations, the student demonstrates the multi-utilization of machine calculators to the satisfaction of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Manual adding machines A. Ten-key a. Addition b. Subtraction c. Multiplication II. Mechanical calculator A. Ten-key a. Addition b. Subtraction c. Multiplication d. Division e. Other mathematical operations III. Electronic calculators A. Printed tape B. Digital	1. Practices areas of record keeping on calculators. A. Inventory B. Invoices C. Statements D. Cost breakdown 2. Balance daily accounts using calculator	Use the machine calculators according to established criteria.

CURRICULUM AREA

General Knowledge - Typewriting

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ▱ Kitchen Helper
- ▱ Food Service Worker
- ▱ Dietary Aide
- ▱ Pantry Worker
- ▱ Short Order Cook
- ▱ Assistant Cook
- ▱ Cook
- ▱ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ▱ Bus Attendant
- ▱ Waiter/Waitress
- ▱ Host/Hostess
- ▱ Bartender

MID-MANAGEMENT

- ▱ (X) Manager/Food Service Supervisor

COMPETENCY: 1.34
Uses a typewriter.*

BEHAVIORAL OBJECTIVES:
Psych. 2 Given 25 forms, reports and letters, the student types with 80% accuracy.

*Optional: inclusion to be determined by district needs.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Manual II. Electric A. Keyboard skills 1. Tabulation 2. Centering B. Forms C. Correcting errors D. Mechanical operation 1. Changing ribbon 2. Cleaning	1. Watch demonstration. 2. Practice preparing forms, reports and letters. 3. Prepare lessons using typewriter. 4. Practice drills and timings. 5. Proof-read and correct all work handed in. 6. Practice sentence composition.	Type forms, reports and letters according to established criteria.

FOOD PREPARATION COMPETENCIES

131

2.00

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.01

Identifies common ingredients used in food preparation.

BEHAVIORAL OBJECTIVES:

Cog. 1 The student identifies ingredients common to a job classification with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Ingredients common to job classification such as: A. Bakery B. Short order etc.	1. With a purveyor, take a field trip to examine fresh foods on the market. 2. Take a field trip to an organized storeroom and observe location of storing various foods. 3. Build a display of a wide variety of ingredients - identify each. 4. Using laboratory experiences for practice and/or remediation, identify and use ingredients for specific products (see individual products under "Food Preparation").	Identify an unlabeled selection of commonly used ingredients.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.02

Selects appropriate ingredients or substitute ingredients for recipes.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given ten recipes, the student selects appropriate forms and varieties of ingredients for each, as judged by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Forms of ingredients available A. Fresh B. Frozen C. Dehydrated or freeze dried D. Canned E. Partially processed F. Packaged as mixes II. Listing of ingredients A. Flours 1. Wheat 2. Others, such as rye, soy bean and potato B. Sweeteners 1. Sugars: sucrose, dextrose, etc. 2. Syrups: corn, malt, etc. 3. Honey, molasses, etc. 4. Non-nutritive sweeteners C. Fats 1. Animal fats - lard and butter	1. Make a display of several ingredients in all available forms. Make charts to summarize uses for each. 2. View appropriate charts, films and slides to develop an understanding of the varieties of milk, flours, apples, beans, sugars, etc. 3. Take a field trip to a large grocery store and let each class member choose one ingredient to study. Record forms available and relative costs of different forms. 4. Prepare standard products. Then systematically vary proportions of ingredients, mixing times and methods, baking temperatures, etc. to observe effects of these changes on palatability, appearance, and storage life. 5. Observe demonstrations of experimental formula manipulation in baked products. Interpret results and discuss.	Given actual supplies in a lab situation, select appropriate ingredients for assigned recipes and make correct substitutions when necessary, or as requested.

CURRICULUM AREA

Food Preparation

COMPETENCY: Selects appropriate ingredients or substitute ingredients for recipes.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
C. Fats cont'd 2. Vegetable shortenings - inc. regular, whipped and liquid margarine 3. Oils of various types D. Milk and related products 1. Classification 2. Forms E. Meat, poultry and fish F. Eggs G. Leavening agents 1. Yeast 2. Chemical compounds H. Fruits I. Vegetables J. Grains and nuts K. Flavorings, spices and condiments III. Substitutions A. Possible exchanges B. Correct proportions	6. Practice adjustment of formulas in laboratory, if this skill will be needed in a particular job assignment. 7. Use taste panels to show preference differences in product variables such as sweetness, chewiness, tenderness, and crispness. 8. Use substitution charts and identify possibilities for variation in ingredients. 9. Prepare standard products. Then use substitute ingredients in the same recipes, and compare results.	

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CURRICULUM AREA: Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- [ ] Kitchen Helper
- [X] Food Service Worker
- [ ] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT
- [X] Manager/Food Service Supervisor

COMPETENCY: 2.03

Prepares ingredients and performs initial processes in the preparation of certain foods.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given assignments related to a job description, the student prepares ingredients and carries out preparation processes, as directed by, and to the satisfaction of, a more experienced worker and/or supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Examples of preliminary food preparation processes A. Meat and poultry 1. Clean and skin 2. Bone 3. Cut into portions 4. Tenderize by a. Marinating b. Pounding c. Chopping or grinding B. Fish 1. Shell or shuck 2. Scale 3. Devein 4. Prepare fillets or steaks C. Fruit 1. Wash and shine 2. Peel or pare 3. Section or loosen sections 4. Core or hull 5. Chop, dice, slice, grate 6. Make melon balls	1. Review vocabulary and equipment related to particular products and preparation techniques. 2. Given menu items, work in groups to decide what preliminary preparations are needed for each dish. Check decisions with master list made by instructor. 3. View films, video-tapes, or live demonstrations of processes to be practiced. 4. Collect pictures of garnishes and ways to use them with different food products. 5. Study ways to maintain quality of ingredients from the time of preliminary preparation until cooking or serving time. Ex: dipping fruits in an anti-oxident keeping salad greens in a crisper or in plastic refrigeration of prepared raw foods protection from insects	In laboratory situation, demonstrate ability to perform processes required in a proposed job assignment.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares ingredients and performs initial processes in the preparation of certain foods.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
C. Fruit cont'd 7. Remove juice from fresh fruit 8. Drain canned fruit 9. Prepare fruit garnishes D. Vegetables and salads 1. Pare potatoes, by hand or machine 2. Clean celery and carrots; make sticks, curls, fans, etc. 3. Slice or section tomatoes 4. Prepare vegetables for baking, boiling, stuffing, steaming 5. Prepare salad greens and other ingredients 6. Prepare vegetable garnishes E. Desserts and breads 1. Weigh and measure ingredients 2. Prepare pans, molds, etc. 3. Prepare edible garnishes	6. Experiment with different storage conditions and draw conclusions. 7. Look up the criteria for a standard food product of the type being prepared. Note how careful preliminary preparation contributes to excellence in quality. 8. In lab situations, practice the processes required by your job description. Evaluate one another's work. 9. Repeat preparation techniques until the operations can be done with speed as well as skill.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.04

Demonstrates preparation of a standard product by following standardized recipe.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares 5 standard products, and explains the functions of ingredients and procedures used in standardization.

Aff. 3 The student consistently uses practices which result in a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Standarized recipes A. Meaning B. Functions C. Advantages II. Basic Information A. Terms B. Definitions C. Abbreviations D. Symbols E. Equivalencies F. Substitutions III. Skills A. Reading a recipe B. Writing a recipe C. Adjusting yield of recipe D. Following a recipe	1. Discuss what is meant by a standarized recipe. 2. List the advantages of standarized recipes. 3. Explain terms and definitions with transparencies, slides, pictures, or actual demonstrations. 4. Discuss the use of abbreviations and symbols in quantity food production. 5. In laboratory experience, using recipes, check results with criteria for standard products and discuss with peer group and/or instructor. 6. Adjust yields of recipes used in laboratory - prepare new quantities for use in a specific function (may involve storage for later use).	1. Using standarized recipes, prepare acceptable products as judged by the instructor. 2. On a written test, explain reasons for procedures in given recipes. 3. Demonstrate accuracy in practice when observed by the instructor/supervisor.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.05

Identifies fruit.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 15 different examples of fruits, the student identifies them with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types and varieties of fruit A. Fresh 1. Apples 2. Pears B. Frozen 1. Peaches 2. Strawberries C. Canned 1. Apricots 2. Applesauce D. Dried 1. Apricots 2. Raisins	1. Using various resources, identify types and varieties of fruit. 2. Match names with pictures of fruit using flash cards. 3. From table of fresh fruits, name each.	Using actual fruit or pictures of fruit, identify them in writing or orally.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [ ] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.06

Selects fruits according to desired use.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given five recipes using fruits, the student writes a type or variety of fruit suitable for use in each recipe, with no more than one error.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Examples of fruit varieties A. Apples 1. Delicious 2. Jonathan B. Pears 1. Bartless 2. Anjou C. Oranges 1. Navel 2. Valencia 3. Temple D. Melons 1. Canteloupe 2. Honeydew 3. Water E. Cherries 1. Sweet (dark or light) 2. Sour 3. Candied	1. Attend a lecture/demonstration of fruits and their use in selected recipes. 2. Compare amounts of juice and pulp from various varities of oranges and apples. 3. Determine differences in quality of fruit products made from various types of fresh, canned and frozen fruits.	On a written test, give a suitable variety of fruit for each given recipe.

CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [x] Pantry Worker
- [ ] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.07

Prepares fruit products to meet standard criteria.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 fruit recipes, the student prepares each to meet the criteria for a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Methods to prepare fruit A. For serving raw B. Stewing or boiling C. Baking D. Broiling II. Common fruit dishes A. Juices B. Compotes and sauces C. Cobblers or crumbles D. Bakery products, such as pies and turnovers III. Criteria for quality products	1. Read from selected resources on the preparation of fruit products. Discuss your findings. 2. Watch demonstration on preparation techniques for various types/forms of fruits. 3. Experiment with using fruits as garnishes in the laboratory. Evaluate products and discuss with instructor.	1. Use checklist to evaluate method and finished product. 2. Demonstrate for the teacher, behavior showing sufficient dexterity of movement, and appreciation for achieving and maintaining quality standards.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.08

Identifies vegetables.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 20 examples of pictures or actual vegetables, the student identifies them with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Classification by part of plant A. Root 1. Carrot 2. Beet B. Seed 1. Beans 2. Peas C. Stem 1. Asparagus 2. Celery D. Leaves 1. Spinach 2. Lettuce E. Flower head 1. Broccoli 2. Cauliflower F. Fruit 1. Squash 2. Cucumber II. Classification by color A. Yellow-orange C. Red B. Green D. White	1. From reference materials and displays, list at least 25 vegetables. 2. Visit a food store to become acquainted with unfamiliar vegetables. 3. In a laboratory situation, examine characteristics of a variety of vegetables.	Using pictures or actual vegetables, identify them in writing or orally.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.09

Selects type or variety of vegetable suitable for a given recipe or preparation method.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 recipes using vegetables, the student writes a type or variety of vegetable suitable to use in each recipe, according to the judgment of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Market forms of vegetables A. Fresh B. Canned C. Frozen D. Dried II. Basic preparation methods A. Baking B. Boiling C. Broiling D. Frying (French, shallow) E. Liquifying F. Cooking under pressure G. Steaming III. Relationship of form and variety to preparation method	1. Expand knowledge of vegetables gained for competency on identification, by making finer distinctions among varieties. Make charts of special characteristics and uses. (Example, lettuce, potatoes, squash). 2. Watch demonstration of the same vegetable prepared by all listed methods. Taste, record preparation time and appearance and draw conclusions. 3. Watch demonstration of different varieties of the same vegetable prepared in several different ways. Draw conclusions. 4. Watch demonstration of different forms of one vegetable prepared in the same way. Draw conclusions.	On a written test, identify types of varieties of vegetables suitable for given preparation techniques.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.10

Prepares vegetables to meet criteria for quality products.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 10 vegetables, the student prepares each to meet the criteria for quality products set by the instructor.

Psym. 2 The student exhibits dexterity of movement in preparation of vegetables.

Aff. 3 The student shows willingness to spend the time and effort necessary to maintain quality standards in preparing vegetables.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Equipment used in preparing vegetables A. Knives and peelers B. Steamers, strainers C. Choppers, slicers D. Beaters, mashers II. Serving methods A. Buttered B. Creamed C. Scalloped D. Stuffed E. Fritters F. Souffles III. Appropriate combinations A. of vegetables B. with entrees	1. Identify new equipment and watch demonstrations on its proper use in preparing vegetables. 2. Make summary chart illustrating the preparation and service of commonly used vegetables. 3. Use audio-visual aids and/or resource person to identify special concerns related to potatoes used for French fries and other types of potato preparation. 4. Identify appropriate combinations of vegetables with sauces, herbs, and other seasonings. 5. Discuss: "If vegetables were well cooked, more people would like them." 6. In a laboratory situation: a. Practice preparation of canned and frozen vegetables using appropriate seasoning and sauces. (See competency on preparing convenience foods).	1. Demonstrate ability to prepare vegetable dishes of good quality. 2. Show evidence of enough practice to develop dexterity with equipment, and willingness to spend the required time for preparation.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares vegetables to meet criteria for quality products.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	6. Cont'd b. Practice preparation of fresh vegetables using a wide variety of vegetables and methods. Evaluate according to the criteria for quality products.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.11

Identifies sandwiches according to type, ingredients and preparation method.

BEHAVIORAL OBJECTIVES:

Cog. 2 Given pictures of ten types of sandwiches, the student will be able to identify each, orally or in writing, according to type, possible major ingredient and any special preparation characteristics, with 80% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Sandwich ingredients A. Base of bread, rolls, buns, etc. B. Filling 1. Meat, fish, cheese, egg, vegetable, fruit or combinations 2. Slices or spreads C. Garnishes II. Types - classified by preparation A. Cold 1. Closed - regular or club 2. Open - canapes 3. Sandwich loaves or filled rolls B. Hot 1. Grilled 2. Broiled 3. French toasted 4. Baked 5. Deep-fried	1. Use booklets, slides and/or films and make lists of breads and fillings used for sandwiches. Try to collect pictures of different types, as given under Content. Prepare a display and discuss. 2. Practice identifying sandwich types and situations when each might be served. 3. Survey restaurant menus and recipe files to identify the types of sandwiches offered within given food service establishments.	When shown pictures of sandwiches, identify each by type, ingredients and preparation required.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.12

Prepares sandwiches to meet criteria for quality products.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 sandwich recipes of different types, the student prepares and assembles each to meet the quality standards set by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of sandwiches A. Making fillings B. Preparing additional ingredients - lettuce, tomato, etc. C. Assembling sandwiches according to work simplification methods	1. Prepare salad mixtures in laboratory experiences. a. Egg b. Ham c. Tuna 2. Practice slicing cheeses, cold meats, roasts, etc. to specified thickness. Be sure to consider: a. Paper thin ham and corned beef b. 1/16" cheese and cold meat 3. Watch a demonstration on preparing a variety of sandwiches. a. Canapes b. Broiled and baked c. Club or double decker 4. Attend a lecture/demonstration on: a. Cutting and garnishing sandwiches in different ways. b. Choosing appropriate accompaniments for sandwiches.	1. Use checklist to evaluate method and preparation of finished product. 2. Prepare sandwiches to meet quality standards.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares to meet criteria for quality products.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	5. Review criteria for standard products and use to evaluate sandwiches prepared individually under supervision. 6. In laboratory situation, practice setting up sandwich preparation area and assembling sandwiches using work simplification method.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.13

Identifies soups according to ingredients and cooking process.

BEHAVIORAL OBJECTIVES:

Cog. 1 When shown 5 actual soups, the student gives, in writing or orally, the main ingredients, the consistency, and the preparation process of each, with no more than one error.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Clear soups A. Bouillon B. Consumme C. Chicken broth II. Thin A. Chicken noodle B. French onion III. Thick soups A. Cream C. Chowders B. Lentil D. Vegetable IV. Ethnic soups A. Minestrone B. Egg drop C. Mulligatawny D. Won ton V. Cold soups	1. Use selected readings to identify varieties of soups. 2. Attend a lecture/demonstration on types of soups and basic preparation processes. 3. Formulate a list of soups collected from menus of selected food service establishments. Describe the ingredients used. 4. Collect pictures of different types of soups to use in displays and to practice identification. 5. Taste some unfamiliar soups, identify ingredients.	Describe soups as to ingredients, consistency and preparation processes.

CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE
- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE
- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT
- Manager/Food Service Supervisor

COMPETENCY: 2.14

Prepares various types of soups which meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 recipes, the student prepares soups which meet the criteria of a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types of stock A. Chicken B. Veal C. Fish D. Beef E. Ham II. Preparation of stock A. Preparation of bones B. Use of soup bases C. Seasoning 1. Mire poix 2. Bouquet garni 3. Direct seasoning D. Skimming fat and scum E. Clarifying III. Preparation of vegetables for soup IV. Serving and garnishing soup	1. Watch a lecture/demonstration on the preparation of ingredients to be used in soups. a. Prepare stocks using bones, soup bases and a combination of both. b. Prepare a mirepoix and a bouquet garni. Season soup according to recipe. c. Remove scum as it forms. d. Skim fat. e. Using egg shells, egg whites, cheesecloth or a combination, clarify stock. f. Prepare solid ingredients according to recipe. - sliver - dice - julienne 2. Prepare ingredients for three types of soups in a laboratory situation. Compare with work of a peer. 3. Review the standard product criteria for soups, and evaluate the quality of the finished products.	Prepare soups as assigned and evaluate finished products.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares various types of soups which meet quality standards.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	4. Prepare the following in a laboratory situation. In teams of 2 or 3, evaluate the final product: a. Cream soups (example) 1. Potato 2. Tomato 3. Asparagus b. Lentil soup (example) 1. Soaked beans 2. Ham flavored stock c. A chowder (example) 1. Corn chowder 2. Clam chowder d. Thin soup (example) 1. Vegetable 2. Chicken noodle 3. French onion e. Clear soup (example) 1. Bouillon 2. Consomme 3. Broth f. Cold soup (example) 1. Tomato madrilene 2. Vichysoisse 3. Jellied consomme' 5. Compare the prepared convenience soups with home-made soup as to time, cost, quality, storage. Discuss with instructor. 6. Illustrate ways in which garnishes and accompaniments are used. 7. Identify serving procedures including portion control. 8. Appropriately garnish and serve soups prepared in laboratories.	

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares various soups which meet quality standards.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	9. Using various references, note criteria for standard product. Use to evaluate products made in labs.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.15

Identifies and classifies salads according to ingredients, temperature and use in a meal.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given pictures or actual examples of 12 different types of salads, the student identifies them, in writing or orally, as to main ingredients and place in the meal with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Classification of salads A. Place in the meal 1. Appetizer 2. Main course 3. Accompaniment 4. Dessert B. Major ingredient 1. Fruit 2. Leafy green 3. Other vegetable 4. Protein food - meat, fish, cheese 5. Starchy food - potato - pasta 6. Gelatin C. Temperature 1. Hot 2. Cold 3. Frozen	1. From readings and lecture demonstrations, identify the major ways of classifying salads. 2. Find pictures to illustrate the classification. Practice grouping the pictures in different ways, and make an instructional bulletin board display. 3. Examine menus of various restaurants to discover the most used types of salads. 4. Survey class members for their salad preferences. 5 Broaden food awareness by tasting some unfamiliar types of salads.	Using pictures or actual salads, identify main ingredients and typical place in the meal for each salad.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
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- Pantry Worker
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- Cook
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SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.16

Prepares salads to meet standard product criteria.

BEHAVIORAL OBJECTIVES:

Cog. 3 Using standard procedures for salad making, the student prepares assigned salads or parts of salads to meet the criteria for a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Salad Preparation A. Base 1. Select and wash greens 2. Chill until crisp 3. Cut or tear as needed B. Body 1. Select ingredients 2. Clean and/or prepare 3. Arrange on base C. Dressing 1. Select or prepare 2. Mix with body or place in side dish D. Garnish 1. Prepare and chill if necessary 2. Arrange attractively	1. View displays and watch demonstrations of equipment used in preparing salads. 2. Visit an institutional kitchen or restaurant to watch salad-making procedures. Discuss and draw conclusions. 3. Watch demonstration on principles of salad preparation. 4. Use laboratory experiences in preparation of salads: a. Prepare various types of salads, including tossed, varying sizes of ingredients, amount of dressing, storage temperature, etc. b. Draw conclusions concerning preparation, serving and storage of salads. c. Determine pleasing combinations of flavors and textures. d. Determine pleasing color combination for salads. 5. Experiment with the use of food coloring and garnishing to improve salad eye appeal.	Prepare salads to meet the following criteria: a. greens are crisp b. salad is easy to cut c. attractive appearance through use of contrasting colors and artistic arrangement,

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares salads to meet standard product criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	6. Using the principles of salad preparation, develop a checklist for salad evaluation.	

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CONCENTRATION AREA

Food Preparation

JOBS: PREPARATION/BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/FRONT OF THE HOUSE

- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 7.17

Identifies salad dressings.

BEHAVIORAL OBJECTIVES:

(Eg.) Given 5 actual salad dressings, the student identifies them by taste and consistency with 100% accuracy.

CONTENT	LEARNING ACTIVITIES/RESOURCES	EVALUATION
I. Basic Dressings A. French (red) B. Thousand Island C. Oil and vinegar (Italian) D. Roquefort or bleu cheese E. Mayonnaise	1. Take a field trip to a food establishment and identify the various salad dressing products. 2. Read from selected resources on kinds of salad dressing. 3. Study the ingredients in various salad dressings.	Using 5 actual salad dressings, identify them in writing or orally.

CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

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- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.18

Selects salad dressings according to use.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 different salads, the student suggests 3 appropriate types of dressing for each with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Relation of dressing to salad A. Types of salads B. Types of dressings C. Criteria for combining dressings and salads	1. Using a variety of salads with difference in flavor, texture, color, and consistency, consider use of each of the following types of salad dressing: a. Temporary emulsion (thin French) b. Permanent emulsion (mayonnaise) c. Cooked starch (boiled dressing) 2. Observe dressing-salad combinations used in work stations or other local food service operations.	On a written test, list 3 types of dressings appropriate to salads listed.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
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SERVICE/ FRONT OF THE HOUSE

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.19

Prepares salad dressings to meet standard product criteria.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given recipes for 5 salad dressings the student prepares each to meet the criteria for a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of salad dressings A. Emulsified B. Temporary emulsion C. Boiled dressing	1. Watch pictures and/or demonstrations of preparation of salad dressing. 2. Study standard product criteria for salad dressings. 3. Prepare basic salad dressings: a. Temporary emulsions b. Permanent emulsion (note special equipment) c. Boiled dressing 4. Using basic recipes, make variations: a. Thousand Island b. Russian c. Blue Cheese 5. Prepare a dressing using a sour cream base. 6. Compare commercial salad dressings with homemade in price and quality. a. Flavor b. Consistency c. Appearance	Use checklist to evaluate method and finished product.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

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- Pantry Worker
- Short Order Cook
- Assistant Cook
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- Baker Assistant

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.20

Identifies basic types of sauces according to the foods with which they are served.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given pictures or actual samples of six sauces related to the job assignment, the student identifies each correctly, in writing or orally.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types of sauces A. For entrees 1. Tartar 2. Barbecue 3. White and variations 4. Tomato B. With vegetables 1. Hollandaise 2. Cheese C. On desserts 1. Hard 2. Custard 3. Fruit 4. Ice cream toppings II. Gravies A. Cream type B. Meat based	1. Study menus and references to make a list of common sauces. 2. Collect pictures of products with sauces, and identify the sauce. 3. Observe and taste samples of basic sauces. 4. Attend a lecture/demonstration on sauces and their uses. 5. Discuss appropriate uses for given sauce recipes. 6. Using a basic list of food products, and a list of sauces (LE-1 above), match the appropriate sauces to the appropriate dishes.	Using pictures and/or actual sauces, identify each in writing or orally.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

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- Bus Attendant
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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.21

Prepares sauces to meet criteria for a quality product.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given recipes for 4 sauces related to his job, the student prepares each to meet standard product criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of sauces A. Dessert sauces B. Entree sauces C. Vegetable sauces II. Gravy preparation III. Comparison of commercially available ready made or partially prepared sauces with those made "from scratch"	1. Use available resources to identify principles of sauce preparation and standards for the finished product. 2. Watch a demonstration on do's and don'ts of sauce preparation. 3. Experiment in a laboratory situation, with the different ways to thicken sauces. a. Flour b. Cornstarch c. Tapioca d. Starch product (potato, noodles, rice, etc.) cooked in sauce 4. Make roux and white sauce and use in preparation of sauces. Evaluate the results with an observer. 5. Prepare and sample sauces to develop taste and quality awareness.	Prepare sauces to meet quality standards.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares to meet criteria for a quality product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	6. In small groups of 2 or 3, prepare a variety of sauces and gravies, beginning with base recipes. Evaluate separately, then compare. 7. Compare semi-prepared and ready-to-use sauces with those made on-the-job in terms of labor cost, product cost, skill and knowledge needed to prepare, and quality.	

CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.22

Identifies entree egg dishes.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 10 examples of entree egg products, the student identifies them, in writing or orally, with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Egg products as entrees A. Scrambled B. Poached C. Hard cooked D. Soft cooked E. French and puffy omelets F. Steamed G. Fried 1. Sunny side up 2. Over easy 3. Over hard H. Coddled I. Souffle J. Eggs benedict	1. Using various resources, identify all entree egg products. 2. Collect pictures of finished egg products from magazines or trade journals. Discuss your collection. 3. Gather a group of menus using egg products as entrees.	Using pictures or actual products, identify egg dishes correctly.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

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- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.23

Prepares egg dishes and uses eggs as ingredients in other products.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares five egg dishes to be used as entrees, and five dishes using eggs as a functional ingredient, each related to the job area, and meeting the criteria for a standard product.

Psym. 2 The student breaks eggs, separates whites and yolks, uses a turning device, and transfers eggs to serving plates without breaking soft yolks.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of egg products A. Scrambled B. Poached C. Fried 1. Sunnyside up 2. Over easy 3. Over hard D. Steamed E. Omelet F. Hard cooked G. Soft cooked H. Coddled I. Souffle II. Eggs used as ingredients A. Emulsifying 1. Mayonnaise 2. Hollandaise sauce B. Thickening 1. Custards C. Binding 1. Meat loaf 2. Croquettes	1. Use references on egg cookery, such as selected films, and materials from Egg and Poultry Board. 2. Experiment with cooking eggs in a laboratory experience. a. Cook 1 egg in boiling water until hard and cool slowly. b. Simmer 1 egg and cool quickly. c. Fry an egg at high temperature and one at low temperature. d. Determine differences and draw conclusions. 3. Prepare a variety of egg dishes. Discuss and evaluate each product in relation to criteria of a standard product. 4. Practice quantity cooking eggs in a breakfast simulation. Evaluate according to your own checklist.	1. Use checklist to evaluate method of preparation and finished product. 2. Demonstrate sufficient dexterity when A. breaking B. turning C. transfering to serving plate

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares egg dishes and uses eggs as ingredients in other products.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
D. Coating 1. Egg wash 2. Glazes E. Foaming 1. Meringue F. Leavening 1. Sponge type cakes 2. Souffles G. Clarifying 1. Soup 2. Coffee	5. Attend a lecture discussion on the special properties of eggs. a. Coagulation temperature 1. Yolk 2. White 3. Whole egg b. Cooking temperature needed 6. Experiment to determine which cooking and holding procedures best preserve the color and texture of egg products. Draw conclusions. 7. Collect recipes calling for eggs as an ingredient and decide on the function served by the eggs in each case. 8. Practice making dishes using eggs which would be commonly prepared in your job assignment.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [ ] Dietary Aide
- [x] Pantry Worker
- [ ] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.24

Identifies various cheeses according to uses, texture and storage requirements.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 15 examples of cheeses, the student classifies each, orally or in writing, according to type, possible uses, and storage requirements, with 80% accuracy, as judged by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Classification of cheese A. Texture 1. Hard a. Romano b. Parmesan 2. Semi-hard a. Cheddar b. Swiss 3. Semi-soft a. Roquefort b. Blue c. Limburger 4. Soft a. Camembert b. Cottage B. Storage 1. Temperature 2. Time 3. Wrapping II. Uses of cheese A. Sauce B. Dessert C. Topping or garnish D. Binder E. Sandwich fillings	1. Observe and taste a variety of cheeses in a display. 2. Play games using facts about cheese, as the content. 3. View slides of various ways of serving cheese. 4. Visit a cheese factory. 5. Practice identifying cheeses by their taste and texture.	Identify different cheeses in terms of type, possible uses and storage requirements.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.25

Prepares foods using cheese products to meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 5 cheese recipes related to a job, the student prepares each product to meet quality standards, according to the judgment of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of foods using cheese products A. Cheese souffle B. Macaroni and cheese C. Swiss fondue D. Welsh rarebit E. Hot cheese sandwich 1. Grilled cheese 2. Reuben	1. Study the use of cheese in food preparation through various media; for example: a. Kraft cheese resource unit b. Film on cheesemaking c. Trip to cheese processing plant d. Food Preparation for Hotels, Restaurants, and Cafeteria, by Haines 2. Watch demonstration of cheese preparations by teacher. 3. Prepare in laboratory situation, a variety of cheese products and evaluate using standard product criteria.	Prepare cheese dishes to meet quality standards.

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CURRICULUM AREA -

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.26

Identifies cuts of meat.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 10 examples of actual cuts of meat, the student identifies them with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Cuts of meat (wholesale) A. Beef 1. Restaurant cuts a. Round b. Rib c. Shoulder 2. Retail cuts B. Veal C. Pork D. Lamb	1. Take a field trip to a food establishment. Identify: a. Wholesale cuts of meat (ex. beef) b. Retail (ready-to-cook) cuts from sirloin, short loin, and rib 2. Attend a butcher's demonstration on cuts of various meats. a. Beef b. Veal c. Pork d. Lamb	Given actual cuts of meat, identify them in writing or orally.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [ ] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.27

Selects meats suitable for preparation tecnniques described in recipes.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 cuts of meat, the student selects 3 recipes appropriate for each with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Meat cookery A. Moist heat 1. Braising 2. Stewing 3. Pot roasting B. Dry heat 1. Roasting 2. Broiling - grilling 3. Pan broiling 4. Deep fry 5. Pan fry	1. Use various resources including readings, films and pictures to study methods of meat cookery. 2. Relate the principles of methods of meat cookery to the variety of meat recipes selected. 3. Using recipes, name cuts of meat that would be appropriate to use. Discuss with instructor/supervisor.	In a written test or orally select 3 recipes appropriat for each of 10 cuts of meat

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.28

Carves both freshly cooked and pre-packaged meats and poultry, using both hand and machine methods.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given representative roasts of poultry, beef, ham, and pork, the student carves each to the criteria for a standard product.

Psym. 2 The student demonstrates skill in carving, and in machine and hand slicing of meats at a satisfactory level as determined by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Carving and slicing meat A. Equipment, use and care B. Procedures for operating C. Safety precautions II. Techniques for carving and slicing different kinds of meat.	1. Use programmed learning packets to identify equipment, use and care, procedures for operating and safety precautions in using a slicer. 2. Watch demonstrations of techniques of hand carving and use of slicer. 3. Practice use of slicer for portion control and hand carving. 4. Using various references, note criteria for standard product. Use to evaluate products produced in class.	1. Carve both freshly cooked and pre-packaged meats. 2. Show skill in hand carving and slicing, and in operating machine slicing equipment.

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CURRICULUM AREA: Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
☐ Kitchen Helper	☒ Short Order Cook	☐ Bus Attendant	☒ Manager/Food Service Supervisor
☐ Food Service Worker	☒ Assistant Cook	☐ Waiter/Waitress	
☐ Dietary Aide	☒ Cook	☐ Host/Hostess	
☐ Pantry Worker	☐ Baker Assistant	☐ Bartender	

COMPETENCY: 2.29

Prepares meats which require relatively long cooking periods.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares at least one dish using each of the five types of meat, with results that are satisfactory to the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of common meat dishes A. Beef 1. Pot roast 2. Meat loaf 3. Swiss steak 4. Beef en brochette 5. Beef stroganoff 6. Beef fondue B. Pork C. Veal D. Lamb E. Variety meats	1. Review vocabulary and use of equipment related to meat cookery. 2. Watch demonstrations on basic methods of beef cookery. 3. Watch demonstrations on pork, veal and lamb cookery. a. Methods of preparation 1. Dry heat 2. Moist heat 4. Lecture on a variety of meat cookery. 5. Practice preparing various kinds and cuts of meat in lab situations. Use criteria for standard product to evaluate meat preparation. 6. Use manufacturers direction booklets to identify factors that influence the use and care of meat cookery equipment.	Prepare meat dishes which are judged to meet quality standards.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

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- Pantry Worker
- Short Order Cook
- Assistant Cook
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- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.30
Prepares short order meats.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given a simulated short order cooking situation, and ten food orders, the student prepares the orders in ten minutes to meet the criterion of customer acceptability as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Grilling A. Equipment, use and care B. Safety factors C. Techniques 1. Fat, no fat 2. Temperature of grill 3. Temperature of food 4. Related to product II. Broiling A. Equipment, use and care 1. Gas 2. Electric 3. Charcoal B. Safety factors C. Techniques 1. Temperature 2. Pre-preparation 3. Related to product III. Deep fat frying A. Equipment, use and care B. Fats and oils, properties	1. Use resources to identify basic principles used in deep fat frying, broiling, and grilling. Discuss and draw conclusions. 2. Develop visuals to illustrate safety precautions related to short order cookery methods. 3. Use structured laboratory experiences to develop skill in preparing products related to each cooking method. Include meat, poultry, eggs, fish, cheese, potatoes, and baked products. Analyze products and/or method. 4. View film on convenience cookery. 5. Read short order handbook. 6. Identify as many examples of short orders as possible. 7. Observe a short order cook as he makes his orders.	Prepare short order type meats in a real or simulated situation.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares short order meats.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
1. Oxidation 2. Reversion (breakdown) C. Factors 1. Time 2. Temperature 3. Amount to fry 4. Coatings 5. Size of food D. Safety factors E. Problems, causes, correction 1. Smoking 2. Fat absorption 3. Foaming 4. Not crisp F. Standards for quality in deep fat fried food	8. Demonstrates procedures for deep fat frying, broiling and/or grilling, pan frying, which meet established standards.	

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CURRICULUM AREA: Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
[X] Kitchen Helper	[X] Short Order Cook	[ ] Pas Attendant	[X] Manager/Food Service Supervisor
[X] Food Service Worker	[X] Assistant Cook	[X] Waiter/Waitress	
[X] Dietary Aide	[X] Cook	[X] Host/Hostess	
[X] Pantry Worker	[ ] Baker Assistant	[ ] Bartender	

COMPETENCY: 2.31
Identifies available poultry varieties, market forms, and physical states.

BEHAVIORAL OBJECTIVES:
Cog. 1 Given examples of 5 varieties of poultry, 6 basic market forms, and 5 available physical states the student identifies them with 100% accuracy as judged by instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Varieties A. Turkey B. Chicken C. Duck D. Geese E. Game birds F. Cornish hens II. Market forms A. Drawn B. Dressed C. Whole D. Quarter E. Half F. Pieces III. Physical states of poultry available A. Fresh B. Frozen C. Processed 1. Canned 2. Boned 3. Convenience	1. Using a video-tape presentation and/or selected readings, identify the varieties of poultry and the market forms and physical states available. 2. Collect and label pictures of poultry products. 3. Prepare a demonstration of poultry varieities to be used in a class presentation.	Using pictures or actual examples of poultry, identify forms, states and varieties.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.32

Classifies poultry according to its use.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 6 recipes, the student makes only one error in selecting an appropriate type of poultry for each, as judged by instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Chicken classification as related to use A. Broiler B. Fryer C. Roaster D. Stewing hen II. Factors to consider in selection A. Size B. Age C. Market form D. Physical state III. Uses for other poultry A. Turkey B. Duck C. Goose D. Game birds	1. Discuss type of poultry which would be appropriate to use in different recipes. 2. Attend a lecture on poultry and its used and preparation. 3. Relate the principles and methods of poultry cooking to the variety of recipes available.	On a written test, select the most appropriate type of poultry for each recipe presented.

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CURRICULUM AREA

Food Preparation

JOBS:

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- [x] Food Service Worker
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- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.33

Prepares poultry dishes to meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 6 standarized recipes for poultry dishes, the student prepares each product to meet the criteria for a standard product.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation procedures A. Defrosting B. Splitting or portioning C. Boning D. Flouring, breading, coating E. Stuffing F. Basting G. Garnishing for service II. Cooking methods A. Broiling B. Baking C. Roasting D. Pan-frying E. Deep-frying F. Stewing III. Dishes using pre-cooked poultry A. Salads B. Casseroles C. Creamed dishes D. Pot pies	1. Review equipment and vocabulary related to poultry product preparation. 2. Investigate methods of poultry preparation through various media using study guides and reference sheets. 3. In laboratory situation, experiment to determine the reasons for the following: a. Birds and stuffing are cooked separately b. Pre-seasoning birds and puncturing skin c. Cooking birds slowly - at low temperature d. Basting 4. Relate the states of poultry available to suitable preparation procedures. 5. Watch demonstrations of basic methods of poultry cookery	Prepare assigned poultry dishes to meet standard product criteria.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares poultry dishes to meet quality standards.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	6. Experiment with different age poultry in different ways of preparation. For example, use a stewing hen for broiling or frying and compare with using fryer for frying. Draw conclusions. 7. Using various references, note criteria for standard products. Use to evaluate products produced in laboratory.	

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CURRICULUM AREA

Food Preparation

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.34

Identifies fish and shellfish by market properties and physical states.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given pictures or samples of five market forms of fish, four physical states of fish and shellfish, and three market forms of shellfish, the student identifies each with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Fish market forms A. Whole B. Drawn C. Fillets D. Steaks E. Sticks II. Physical states of fish and shellfish available A. Fresh B. Frozen C. Canned D. Dried, smoked or salted III. Shellfish market forms A. Live 1. Lobster 2. Crab 3. Clam B. In shell 1. Oyster 2. Shrimp 3. Snails C. Out of shell 1. Scallops 2. Snails 3. Oysters 4. Crabmeat	1. Using various resources, identify various types of fish. 2. Collect and label pictures of the forms of fish and shellfish. 3. Take a field trip to a food establishment. Interview the salesman in the fish department about market properties and physical states in which fish and shellfish are available.	Using pictures or actual products, identify them in writing or orally.

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CURRICULUM AREA

Food Preparation

JOBS:

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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.35

Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given ten varieties and forms of fish and shellfish, the student selects appropriate recipes and prepares each dish to meet standard criteria of quality.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Characteristics of fish A. Fat 1. Salmon, tuna, mackerel 2. Lake trout 3. Rosefish 4. Catfish B. Lean 1. Pike 3. Halibut 2. Red Snapper 4. Perch II. Cooking methods A. Baking or planking B. Broiling C. Boiling, poaching or steaming D. Pan-frying E. Deep fat frying F. Combination dishes 1. Newburg 2. Salad 3. Croquettes 4. Casseroles	1. Review recipe books to find the kinds of fish and shellfish used in different dishes. Make a chart of this information. 2. Watch demonstrations of basic methods of fish cookery. 3. Discuss the relationship of the characteristics of fish to cookery methods. 4. Practice fish cookery in the laboratory. Use criteria for a standard product to evaluate your work. 5. Study a video-tape of fish and shellfish preparation: determine strengths and weaknesses in fish cookery.	Select appropriate recipes and prepare fish and shellfish dishes to meet quality standards.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.36
Identifies breads and rolls.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 15 forms of breads and rolls, the student identifies the shape and type with 100% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Yeast breads A. White B. Whole wheat C. Rye D. Pumpernickel E. Caraway rye II. Quick breads A. Muffins B. Biscuits C. Popovers D. Loaf breads 1. banana 2. nut, etc. III. Shapes of yeast or dinner rolls A. Crescent B. Parkerhouse C. Cloverleaf D. Fantail E. Brioche	1. Use the following resources to identify various rolls and breads: a. Pictures b. Slides of bread shapes and types c. Movies on making breads and rolls 2. Make a picture collection of breads and rolls. Identify by names. 3. Discuss with a small group and/or instructor the ingredients in the various rolls and breads you identify.	Using pictures or actual products, identify breads and rolls in writing or orally.

CURRICULUM AREA

Food Preparation

COMPETENCY: Identifies breads and rolls.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
IV. Garnishes A. Seeds 1. Poppy 2. Sesame B. Washes 1. Crisp surface 2. Soft surface		

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CURRICULUM AREA

Food Preparation

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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.37

Prepares breads and rolls from both batters and doughs.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 6 basic bread or roll recipes, the student prepares each to meet standard product criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types of batters A. Pour batter B. Drop batter II. Types of doughs A. Soft dough B. Stiff dough III. Function of ingredients A. Leavening agents 1. Steam 2. Chemical a. Baking powder b. Baking soda 3. Eggs (air) 4. Yeast B. Body 1. Flour 2. Meal C. Liquid 1. Moisten 2. Activate, leavening agent 3. Flavor	1. Look at various ingredients used in breads and then list examples of types of batters and doughs, and their respective finished products. 2. Prepare experimental product (such as muffins) with one ingredient missing from each sample (such as no flour, no liquid, no BP) - compare and draw conclusions. Discuss your conclusions with instructor/supervisor. 3. Experiment in laboratory to show ways leavening agents leaven products. 4. Experiment in laboratory using custard cups and equal amounts of yeast to show effect of: a. Different water temperature b. Salt and sugar additions 5. View a filmstrip and/or film on the preparation of batters and doughs.	Prepare bread and rolls as assigned.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepare breads and rolls from both batters and doughs.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
D. Shortening 1. Tenderize 2. Add richness 3. Flavor E. Eggs 1. Volume 2. Color 3. Nutrients 4. Flavor 5. Texture F. Sugar 1. Food for yeast 2. Sweetening 3. Browning 4. Tenderizer G. Salt 1. Flavor 2. Controls growth of yeast IV. Processes in preparation A. Quick breads 1. Scaling 2. Mixing 3. Panning 4. Baking B. Yeast breads 1. Scaling 2. Mixing 3. Fermentation 4. Makeup (shaping) 5. Proofing 6. Baking	6. Attend a lecture/demonstration on appropriate preparation techniques of batters and doughs. 7. In laboratory experience, identify reasons for failures and decide on needed adjustments in formulas and/or techniques. 8. Practice the preparation of various batters and doughs. Consider the following: a. Procedures in mixing b. Oven loading c. Baking times and temperatures d. Cooling methods	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
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- [x] Pantry Worker
- [ ] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [x] Bus Attendant
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- [x] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.38

Selects desserts of different types for preparation or service.

BEHAVIORAL OBJECTIVES:

Cog. 1 Given 25 examples of desserts, the student identifies them orally or in writing, with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Bakery desserts A. Cakes and frostings B. Pies and other pastries C. Fried cakes, doughnuts, fritters D. Cookies E. Baked puddings II. Ice cream based desserts A. Plain - sundae B. Peach melba, Cherries Jubilee, Baked Alaska III. Gelatin based desserts A. Plain, with fruit B. Whips, snows, bavarians C. Sponges and charlottes IV. Others A. Milk puddings B. Souffles C. Fruit	1. Using the selected readings, study the various types of desserts. 2. Attend a lecture discussion on kinds of desserts. 3. In groups of two or three, practice naming desserts and identifying its major characteristic.	Using pictures or actual desserts give the name of each.

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CURRICULUM AREA

Food Preparation

JOBS:

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- Assistant Cook
- Cook
- Baker Assistant

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.39

Prepares different types of desserts to meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given recipes for ten desserts related to a particular job assignment, the student prepares each to meet the criteria for a quality product, according to the judgment of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of baked desserts A. Cakes 1. Mixing techniques a. Creaming/conventional b. Blending or whipping 2. Time and temperatures 3. Icing and decorating B. Pies 1. Techniques for mealy or flaky crust 2. Use of different forms of fat C. Pie fillings 1. Thickening with gelatin, cornstarch or flour in soft pies 2. Thickening with cold starch or cooking in fruit pies	1. Watch demonstrations of appropriate techniques/skills in preparing bakery desserts including causes and remedies for faulty products. 2. Attend demonstrations experimenting with varying proportions of: a. Fat, sugar and leavening - effect on spread b. Fat, sugar, moisture, honey/molasses - effect on chewiness c. Sugar, moisture, granulated or powdered sugar, fat - effect on crispness 3. Through demonstrations and/or films, identify ratios and procedures which result in inferior products when preparing baked desserts. 4. Compare thickening and stability powers of various thickening agents. Practice making up formulas with different agents and discuss results with fellow students.	Prepare different kinds of desserts.

CURRICULUM AREA

Food Preparation

COMPETENCY - Prepares different types of desserts to meet quality standards.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
D. Pie toppings 1. Lattice crusts 2. Meringues 3. Streusel topping E. Cookies 1. Techniques for rolling, pressing or refrigeration dough for cookies 2. Techniques for dropping or spreading batter cookie F. Baked puddings 1. Adding nuts, raisins, flavorings, etc. II. Preparation of non-baked desserts A. Selecting ingredients, molds, or serving dishes B. Measuring or scaling C. Combining ingredients D. Cooking and/or chilling E. Garnishing and preparing for service	5. Compare flaky and mealy pastry for palatability and consumer appeal. 6. Practice preparing different dessert products using appropriate procedures and equipment. 7. Compute costs per serving of the different desserts prepared. Compare costs of ready-made products purchased for individual serving with products made in-house.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.40

Prepares non-alcoholic beverages.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares 10 common non-alcoholic beverages using correct procedures and equipment to meet quality standards as judged by instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Preparation of non-alcoholic beverages A. Hot 1. Standards a. Ingredients b. Finished product 2. Use and care of equipment 3. Procedures for preparation B. Cold 1. Standards a. Ingredients b. Finished product 2. Use and care of equipment 3. Procedures for preparation	1. Using resources, identify types of hot beverages, standards, equipment use and care, and procedures. Discuss and draw conclusions. Place special emphasis on ethnic influences. 2. Identify different ways of making coffee. Cite advantages and disadvantages of each method. Discuss coffee service and care of equipment. 3. Using equipment in the laboratory, individually prepare coffee and care for equipment. Have taste panel judge coffee for appeal using established criteria. 4. Using equipment in the laboratory, individually prepare cold beverages and care for equipment. Have taste panel judge beverages using established criteria.	In simulated or on-the-job situation, given 10 recipes, prepare the beverages.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
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- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.41

Prepares alcoholic beverages.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student selects the necessary ingredients, suitable garnishes, and an appropriate serving glass, and prepares any of twenty common alcoholic mixed drinks or wines, to the satisfaction of the instructor.

Psym. 2 The student exhibits sufficient dexterity of movement in mixing beverages as judged by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Drinks A. Kinds 1. Cordials 2. Highballs 3. Apertifs 4. Cocktails a. Straight b. On the rocks B. Ingredients 1. Brandy 2. Courbon 3. Gin 4. Mix C. Garnish 1. Cherry 2. Orange 3. Lemon 4. Olive 5. Onion	1. Study pictures of mixed drinks in order to recognize appearance and differentiate between them - note types of serving glasses and garnishes. 2. Read references: locate and write out recipes for identified drinks. 3. Watch demonstration of mixology for identified drinks. Practice mixing drinks. 4. Examine wines and liquors in a liquor store, noting color and information on labels. Discuss. 5. Study various wine lists common to local restaurant operations and indicate appropriate serving techniques. 6. View film or have a guest speaker discuss types of wines and the foods with which they are appropriately served.	1. Given illustrations of 20 common mixed drinks and wines, identify beverage and determines container. 2. In a lab situation, given 7 basic drink recipes, prepare the beverages. 3. Demonstrate sufficient dexterity of movement when mixing beverages.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares alcoholic beverages.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
II. Wines A. Types and flavors B. Storage preparation and serving C. Appropriate wines to compliment different types of food III. Techniques of mixing drinks A. Stirring B. Shaking C. Blending D. Pouring, etc. IV. Laws and statutes related to the service of alcoholic beverages	7. Using empty wine bottles or labels from bottles, examine labels for information on wine properties, uses, and serving suggestions. 8. Given names of common mixed drinks and wines, decide on appropriate containers, garnishes, and a suitable time for service of each. 9. Review the laws and regulations related to the stocking and service of alcoholic beverages.	

CURRICULUM AREA: Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
☐ Kitchen Helper	☐ Short Order Cook	☐ Bus Attendant	☒ Manager/Food Service Supervisor
☐ Food Service Worker	☐ Assistant Cook	☐ Waiter/Waitress	
☐ Dietary Aide	☒ Cook	☐ Host/Hostess	
☐ Pantry Worker	☒ Baker Assistant	☐ Bartender	

COMPETENCY: 2.42

Compares various forms of products to determine cost, quality and customer acceptance.

BEHAVIORAL OBJECTIVES:

Cog. 6 Given at least 3 forms of the same product, assess quality and cost and determine customer acceptability according to established criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Choices in forms of finished products A. Prepared in-house from basic ingredients B. Prepared in-house from mixes C. Purchased ready-prepared 1. Frozen 2. Canned 3. Partially processed II. Techniques of comparing cost and quality III. Methods of determining customer acceptance	1. Survey available forms of selected finished food products. 2. Develop instruments for measuring quality of various products, using specific measurable criteria. 3. Choose products which can be prepared from scratch, prepared from mixes and purchased ready-made. Compare cost and quality of each form. Set up taste tests to determine consumer preference. 4. Study ways to check customer acceptance of food items, and try out appropriate techniques in laboratory situations or at work stations.	Follow pre-determined techniques for determining cost, quality and customer acceptance of assigned products.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
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- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.43

Prepares convenience foods in a food service operation.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 15 convenience foods used in a work situation, the student prepares them for cooking or serving to meet the standard criteria as judged by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Physical states of convenience foods A. Canned B. Frozen C. Dehydrated D. Fresh E. Freeze-dried II. Pre-preparation of convenience foods A. Frozen 1. Fish a. Thawing b. Panning 2. Meat & poultry a. Thawing b. Panning 3. Pastries a. Baked b. Unbaked 4. Complete meal a. Thawing b. Panning if necessary	1. Examine various displays of convenience foods. Identify in writing, types of foods used and the forms in which they are available. 2. Define convenience foods and their roles in: a. Industrial operations b. Hospital and nursing homes c. Restaurants d. Fast food operations e. School food service f. Other 3. Attend lecture on preparing and evaluating convenience foods. 4. Experiment in the laboratory with different ways to develop convenience foods for use at a later date. Discuss with instructor.	In laboratory situation, prepare convenience foods, evaluate and compare to food which are conventionally prepared.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares convenience foods in a food service operation.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
5. Ice cream a. Portioning 6. Fruit 7. Vegetables B. Canned - following package directions or directions of instructor 1. Fruits 2. Vegetables 3. Bases (soups) C. Dehydrated - following package directions or directions of instructor 1. Fruits 2. Vegetables D. Fresh - handling and storage 1. Bakery 2. Fruits 3. Snacks III. Factors to consider in deciding on the use of convenience foods A. Items available B. Comparative costs C. Storage requirements D. Time for preparation E. Availability of skilled help	5. Practice operation of equipment (example: microwave oven used in preparing convenience foods). 6. In laboratory situation, prepare foods, using a variety of convenience products. Compare products made from "scratch" and those made with various forms of prepared or partially prepared items. Draw conclusions regarding the expenditure of time, energy, equipment, and the quality and flavor of the products.	

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CURRICULUM AREA

Food Preparation

JOBS:

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- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- Host/Hostess
- Bartender

MID-MANAGEMENT

- (X) Manager/Food Service Supervisor

COMPETENCY: 2.44

Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.

BEHAVIORAL OBJECTIVES:

Cog. 6 Given 10 examples of convenience foods, the student makes judgments as to which would meet quality and cost criteria for use in a given food service operation. Eight of these judgments should agree with the judgments of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Convenience foods A. Properties B. Techniques/methods of use C. Storage D. Cost comparisons E. Preparation time	1. In laboratory, prepare foods using a variety of convenience products. Products may include "scratch" method, frozen mixes, refrigerated recipes. Compare and draw conclusions regarding labor costs, energy use, and the quality and flavor of the product. 2. Refer to purveyors and manufacturers for additional data on convenience products.	Make judgments as to which convenience foods would be useable/economical in a giv situation.

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CURRICULUM AREA

Food Preparation

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- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.45

Uses leftovers.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 15 leftover items, use standarized recipes and incorporate each item into a new product which is acceptable to eight out of ten consumers.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Handling of leftovers A. Length of time for holding B. Containers for storage C. Temperature of storage II. Types of leftovers A. Meats - raw B. Produce C. Dairy D. Bakery E. Canned goods F. Soups G. Gravies H. Cooked vegetables	1. Using standarized recipes, prepare item using leftover cooked food as an ingredient. a. Roasted meats b. Fried meats, fish or poultry c. Vegetables and potatoes 2. Using standardized recipes, incorporate as an ingredient: a. Open canned product b. Overripe fruits c. Day-old bakery products 3. Prepare list of ways to utilize leftover products of every category.	Practical test: Prepare products using leftover items.

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CURRICULUM AREA

Food Preparation

JOBS:

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- [ ] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

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- [x] Waiter/Waitress
- [x] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.46

Prepares canapes and hors d'oeuvres to meet quality standards.

BEHAVIORAL OBJECTIVES:

Cog. 3 In laboratory or on-the-job situation, student prepares four canapes and hors d'oeuvres of a quality satisfactory to the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Introduction to various hors d'oeuvres and canapes II. Principles in producing above A. Bread for canapes 1. Pullman loaves 2. Applying toppings left to pantry B. Hors d'oeuvres 1. Puff pastry 2. Patty shells III. Hors d'oeuvres A. Hot B. Cold C. Techniques D. Garnishes E. Flavor combinations IV. Canapes A. Types B. Techniques	1. Through models and visuals illustrate product quality criteria (appearance and taste/flavor). 2. Demonstrate principles and techniques in making hors d'oeuvres and canapes. 3. Participate in a laboratory experience on skills and techniques of preparation, arrangements, and serving of hors d'oeuvres and canapes. 4. Select and prepare hors d'oeuvres for a special occasion or event. 5. Evaluate another student's finished products using standard product criteria. Discuss suggested improvements.	Using standard product criteria, evaluate the prepared canapes and hors d'oeuvres and suggest improvements.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☒ Assistant Cook
- ☒ Cook
- ☒ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 2.47

Prepares products classified as gourmet foods.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares a meal featuring gourmet or unusual food for 10 guests who judge the quality of each menu item to be acceptable.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Characteristics of gourmet food A. Requiring complex preparation skills B. Prepared with herbs, spices or wines C. Served special way, i.e., flaming, tableside D. Containing rare or unusual foods E. Delicately seasoned sauces	1. Consult books, magazines and other publications devoted to gourmet cookery. Discuss characteristics and conditions of service. 2. Discuss the question, "What is gourmet cooking?". 3. Identify ingredients used in gourmet foods. Collect some examples for use in the laboratory. 4. Watch demonstration of highly complex preparation techniques. 5. Practice these techniques under supervision. 6. Within a classroom group and/or with an instructor, list unusual processes and products. 7. Prepare various products in laboratory.	1. In a lab situation, prepare 5 gourmet foods to the satisfaction of the instructor/supervisor. 2. In a lab situation, plan according to established criteria, prepare, and serve a gourmet meal to ten quests who judge quality using a predetermined checklist.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [X] Food Service Worker
- [ ] Dietary Aide
- [X] Pantry Worker
- [ ] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 2.48

Prepares decorative showpieces.

BEHAVIORAL OBJECTIVES:

Cog. 3 In a laboratory situation, the student produces decorative showpieces according to established criteria as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Introduction to various types of decorative showpieces II. Production of decorative bakery showpieces A. Petits fours 1. Smooth fondant icing 2. Decorations B. Special wedding cakes 1. Use of flat butter, cream or foam icings 2. Appropriate decorations C. Chaud D. Tallow	1. Use selective readings, visuals and discussions to identify types and techniques of decorative showpiece production. 2. Attend a demonstration of product preparation techniques. 3. Use laboratory experiences to develop appropriate decorative equipment in the production of petits fours. 4. Utilize the "Icings" laboratory: Preparation and use of flat icings, butter cream icings, foam icings and royal icings. 5. Use laboratory experiences for: a. scrolling in basic patterns b. making roses on decorator's nail c. making leaves d. developing desirable icing shades e. writing	Given a specific problem, produce a decorative showpiece according to established criteria.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- X Short Order Cook
- X Assistant Cook
- X Cook
- X Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- XX Manager/Food Service Supervisor

COMPETENCY: 2.49

Arranges food attractively.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 entrees, the student suggests items for the rest of the menu and plans an arrangement for the plate which the instructor judges to be attractive.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Basic principles of arrangement A. Orderliness B. Color contrast C. Symmetry D. Size of portions E. Design	1. Study information on basic principles of arrangement, using film strips*, magazines, slides**, color charts, and other publications. Discuss. 2. Find pictures illustrating attractively arranged food. Identify factors which influence and suggest guidelines. 3. Identify reasons for attractive food arrangement. 4. Watch demonstration of attractive food arrangements. 5. Complete a menu (given the entree) and plan for portion size, equipment use, garnish, etc. to insure an attractively arranged plate. 6. Take part in laboratory experiences involving specific arrangement problems. *F.S. - Garnishing **Slides - Kotschivar	Given five serving situations, arrange food attractively in each situation.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [ ] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [x] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 2.50

Decorates or garnishes food, as required in a particular job assignment.

BEHAVIORAL OBJECTIVES:

Cog. 3 When given three situations, the student prepares and uses garnishes according to established criteria of contrasting flavor, color and texture, and with consideration of the type of dish and size of portion, as judged by the instructor/supervisor.

Aff. 3 The student adds garnishes and decorations to foods prepared, even when not specifically directed to do so.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Reasons for decorating and garnishing food A. Aesthetic B. Financial C. Physiological II. Factors to vary for more interest A. Color B. Texture C. Shape D. Flavor III. Garnish materials A. Fruits and vegetables B. Nuts and seeds C. Candies D. Whipped toppings E. Glazes and icings IV. Decorating utensils A. Decorator's nail B. Decorator's tubes C. Decorator's bags	1. Collect pictures of various garnishes, emphasizing simplicity, attractiveness, and appropriateness. 2. Use resources to suggest types of garnishes for a variety of foods. 3. Observe decorating/garnishing products such as: cookies, cakes, pies. 4. Following directions and/or demonstrations (use a skilled cook or caterer) do laboratory practice on the preparation of various garnishes. 5. Prepare a convenience product in at least 4 individual servings - garnish each differently using appropriate techniques. 6. Survey customer reaction to plain and garnished food. Draw conclusions.	1. Given 3 situations in the laboratory, decorate and/or garnish the food appropriately. 2. Try consistently to make all the food you prepare and serve attractive as well as well-flavored.

CURRICULUM AREA

Food Preparation

COMPETENCY: Decorates or garnishes food, as required in a particular job assignment.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
IV. Decorating utensils cont'd. D. Decorator's spatula E. Revolving cake stand V. Techniques for decorating cakes VI. Suggestions for decorating and garnishing A. Canapes B. Soups C. Entrees D. Salads E. Breads F. Desserts	7. Practice to develop skill in the kind of decorating/garnishing required by your job description.	

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ▱ Kitchen Helper
- ▱ Food Service Worker
- ▱ Dietary Aide
- ▱ Pantry Worker
- ▱ Short Order Cook
- ▱ Assistant Cook
- ▱ Cook
- ▱ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ▱ Bus Attendant
- ▱ Waiter/Waitress
- ▱ Host/Hostess
- ▱ Bartender

MID-MANAGEMENT

- ▱ Manager/Food Service Supervisor

COMPETENCY: 2.51
Prepares, arranges and replenishes a buffet.

BEHAVIORAL OBJECTIVES:
Cog. 3 In a simulated or on-the-job situation the student prepares, arranges and replenishes 3 buffet settings according to established criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Buffet planning A. Types of food to use B. Manner of serving foods C. Location of tables D. Placement of tables E. Traffic pattern F. Layout of food II. Buffet food preparation A. Hot foods B. Cold foods C. Garnishes III. Buffet set-ups A. Arranging food on serving dishes B. Placement of food on table C. Temperature control of serving dishes IV. Replenishing a buffet table	1. Using available resources, identify characteristics of buffet arrangements. 2. Examine illustrations of buffet table set-ups; discuss using an assortment of foods, prepare bowls, trays and baskets of food and arrange on buffet tables. Consider color, shape, accessibility of items. 3. Plan several buffet settings. 4. During laboratory experiences, prepare foods typically used in buffet settings, set up and replenish buffet tables.	Prepares, arranges and replenishes 3 buffets.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 2.52

Uses microwave equipment in food preparation.

BEHAVIORAL OBJECTIVES:

Cog. 3 Using microwave equipment, the student prepares 10 different food items that satisfactorily meet the criteria for a good product, as judged by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Microwave cooking A. Advantages 1. Less waste 2. Speed 3. Saving energy B. Procedures 1. Selection of food 2. Selection of equipment, paper plates, glass, plastic, etc. 3. Use of optional equipment for browning or crusting surface II. Microwave equipment maintenance	1. Read appliance direction and information booklet. 2. Demonstrate the use and care of the microwave equipment in a laboratory situation. 3. Identify advantages and disadvantages of microwave equipment for specific needs. 4. Individually prepare food products using microwave equipment; assess the results using established criteria on a rating sheet. Share results with other class members and draw conclusions.	Correctly prepare 10 food items using microwave equipment.

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CURRICULUM AREA

Food Preparation

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
▱ Kitchen Helper	*▱ Short Order Cook	▱ Bus Attendant	▱ Manager/Food Service Supervisor
▱ Food Service Worker	▱ Assistant Cook	▱ Waiter/Waitress	
▱ Dietary Aide	▱ Cook	▱ Host/Hostess	
▱ Pantry Worker	*▱ Baker Assistant	▱ Bartender	

*may not need to be familiar with all products listed in content.

COMPETENCY: 2.53

Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given recipes and/or menus and situations, the student prepares market orders for the needed ingredients or products, which contain all necessary purchasing information, in the judgement of the supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Market forms of specific products A. Flours 1. Cake, pastry, bread 2. All purpose B. Sugars and sweeteners 1. Powdered 2. Granulated 3. Cubes or tablets 4. Sirups and liquids C. Fats and shortenings 1. Solid 2. Liquid D. Milk 1. Fresh 2. Dried - whole or non-fat 3. Evaporated 4. Condensed E. Cheese 1. Natural - wax coated a. Solid b. Grated or sliced	1. Attend lecture/demonstrations on market forms and properties of specific products. 2. View films or slides to learn to distinguish grades, varieties, and quality of fresh produce. 3. Take a field trip to food service establishments and/or wholesale markets to identify types and forms of products. 4. Watch demonstrations which show the importance of using specific products for certain purposes - for example: a suitable variety of apple for baking solid instead of liquid fat to produce certain textures in baked products. 5. Select a series of finished food products appropriate to a given job description, and determine the form, variety and quality of each ingredient which would be desirable to produce a good product. Explain reasons for your choices.	Prepare market descriptions for ingredients or products which would be desirable to use in specific recipes or menus.

CURRICULUM AREA

Food Preparation

COMPETENCY: Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
2. Processed a. Solid in loaf b. Sliced or shredded c. Spreads, dips, etc. F. Meat, poultry, fish and shellfish 1. Various grades 2. Forms - fresh, frozen, canned, whole, pre-portioned 3. Cold cuts and processed spreads G. Eggs 1. Grades 2. Forms - fresh, frozen, dried H. Vegetables 1. Grades 2. Forms 3. Shapes - whole, sliced, diced, etc. I. Fruits 1. Grades and varieties 2. Forms and style of pack 3. Shapes and sizes J. Other items 1. Bread and rolls 2. Pastas 3. Stocks and soup bases 4. Flavorings and seasonings II. Criteria for choices of forms, grades, varieties, etc.	6. Survey and/or develop forms to use when making market order requests and use these for learning experience. 7. Using hypothetical situations, make choices of products to order, and compare decisions made with those of other class members.	

SERVING COMPETENCIES

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☒ Kitchen Helper
- ☒ Food Service Worker
- ☒ Dietary Aide
- ▱ Pantry Worker
- ☒ Short Order Cook
- ☒ Assistant Cook
- ☒ Cook
- ▱ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ▱ Bus Attendant
- ▱ Waiter/Waitress
- ▱ Host/Hostess
- ▱ Bartender

MID-MANAGEMENT

- ▱ Manager/Food Service Supervisor

COMPETENCY: 3.01

Sets up and works at a steam table.

BEHAVIORAL OBJECTIVES:

Cog. 5 In 5 simulated or on-the-job situations, the student uses correct procedures in setting up, using and breaking down a steam table to the satisfaction of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Setting up steam table A. Temperature control B. Knowledge of menu C. Placement of food D. Placement of utensils E. Placement of dinnerware F. Garnishing food II. Working at steam table A. Appropriate utensils B. Placement of food on table C. Portion control D. Suggestive selling techniques III. Breaking down a steam table A. Putting food away B. Scraping pans C. Cleaning and storing utensils and equipment	1. Use resources to identify equipment and procedures involved in setting up and working at the steam table. Discuss principles of steam table use. 2. Discuss sanitation practices in serving foods from a steam table. a. Holding temperature b. Holding time c. Personal habits 3. Watch a simulated demonstration involving the organization and use of the steam table. a. Operational procedure b. Arrangement c. Portion control 4. Visit food service operations to observe setting up and working at a steam table in regard to arrangement, portion control, equipment, relevance to service. 5. Assist in setting up a steam table.	Practical test - In 5 situations, set up, use and break down steam tables

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 3.02

Supervises setting up and working at a steam table.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 10 situations, the student supervises other personnel in setting up and working at a steam table.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Arrangement of counter pans II. Portion control equipment III. Related steam table serving tasks	1. Take a field trip to local food service establishment to observe setting up and working at a steam table in regard to arrangement, portion control equipment, relevance to service. 2. Draw arrangement of the steam table counter pans and list serving utensils to be used. Discuss tasks involved in working at a steam table. 3. Practice setting up the steam table and serving with the necessary serving utensils. 4. In a simulated situation, role-play supervising other personnel in setting up and working at the steam table. Discuss simulated experiences in small groups with the instructor or supervisor.	Practical test - Supervise other personnel in setting up and working at a steam table.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [ ] Manager/Foo Service Supervisor

COMPETENCY: 3.03

Sets up food trays.

BEHAVIORAL OBJECTIVES:

Cog. 3 In a simulated or on-the-job situation, the student demonstrates the placement of utensils and food on a tray for 5 basic menu patterns with 90% accuracy as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Importance of arrangement II. Methods of arrangement III. Procedures to be used on the tray line	1. Discuss the importance of appropriate arrangement of trays. 2. View various methods of arrangements for setting up food trays. 3. Make drawings of tray set-ups, considering layout of tray line and work stations. Discuss in small groups. 4. Practice setting up sample trays for various menus.	Practical test - Set up 5 food trays.

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CURRICULUM AREA

Serving

JOFS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 3.04

Supervises others in setting up food trays.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 10 situations, the student supervises other personnel in setting up food trays to the satisfaction of the supervisor/instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types of meals II. Equipment used III. Tray arrangements IV. Portion control	1. Listen to presentation on arrangement, equipment and portions used in setting up trays for different meals or situations. 2. Observe others setting up food trays for specific types of meals in lab or on-the-job situation. Recognize problem situations. 3. Practice supervising others as they set up trays in regard to arrangement, portion content, equipment, relevance to room service. Analyze problem situations and demonstrate approach for correcting these.	Practical test - Supervise other personnel setting up 10 food trays.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 3.05

Portions foods and beverages as required in specific situations.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given 10 portioning problems, the student demonstrates appropriate techniques with 90% accuracy as judged by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Importance of portioning II. Equipment used III. Methods	1. Read references to identify reasons for and various methods of portioning. 2. Listen to resource person discuss the importance of food and beverage portioning. 3. Examine portioning equipment, i.e. scoops, scales, slicing equipment, portion cups. 4. Watch a demonstration of appropriate portioning equipment. 5. Practice using portioning equipment procedures in a laboratory situation.	Practical test - Portion 10 food and/or beverage products. Use portioning techniques consistently in situations where these are required.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 3.06

Greets and seats patrons.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given five situations, the students demonstrates greeting and seating techniques which are judged to be appropriate by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Purpose II. General procedures A. Etiquette B. Adapting to individual situation	1. Listen to resource person speak on the purpose and techniques of greeting and seating patrons. 2. Refer to service manual for appropriate greeting and seating techniques. 3. Use audio or video tape of greeting and seating situation to illustrate types of greetings in different establishments and for different occasions. 4. In a variety of simulated situations, practice greeting and seating patrons.	Practical test - Greet and seat patrons in 5 actual or simulated situations.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 3.07

Sets and clears tables.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given four simulated or on-the-job situations, the student applies appropriate techniques for setting and clearing tables with 90% accuracy as judged by the instructor.

Psyc. 2 The student exhibits dexterity of movement in setting and clearing the table.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Setting and clearing tables A. Techniques B. Development of dexterity of movement	1. View training film on correct table setting and clearing techniques. 2. Review resource materials illustrating a variety of table settings. 3. Watch demonstration showing table settings used by various food service operations. 4. Role play table setting and clearing demonstrating dexterity of movement. 5. Visit various types of food service operations to observe efficiency and accuracy of table setting and clearing. Discuss observations.	Practical test - Set and clear 4 tables.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☒ Waiter/Waitress
- ☒ Host/Hostess
- ☒ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 3.08

Takes and processes food and beverage orders and processes payment of guest checks.

BEHAVIORAL OBJECTIVES:

Cog. 3 When given 20 simulated orders from a menu, the student demonstrates procedures for taking and processing food and beverage orders and processing the guest checks which are judged to be appropriate by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Taking food and beverage orders A. Comprehension of menu 1. Vocabulary 2. Methods of preparation 3. Dietary restrictions 4. House specialties 5. Substitutions 6. Food combinations B. Purpose and types of guest checks C. Procedure for taking food and beverage orders D. Procedure for writing food and beverage orders E. Suggestive selling techniques F. Systems of placing and picking up food and beverage orders	1. Read and discuss information pertaining to menus. 2. Study a collection of menus from various restaurants in local area. Identify terminology, format, preparation methods and dietary restrictions. 3. View samples of guest checks and discuss information related to their purpose and use. a. Function b. Kinds c. Records of 4. List and discuss common practices for taking and writing orders. 5. Observe order taking in actual restaurant situation and discuss observations. 6. Role play written and oral order taking situations.	Practical test - Take and process 20 simulated orders from a menu, prepare the guest checks and process payment.

CURRICULUM AREA

Serving

COMPETENCY: Takes and processes food and beverage orders and processes payment of guest checks.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
II. Processing guest checks A. Payment procedures 1. Computing correct amount 2. Calculating and adding sales tax 3. Presenting bill 4. Obtaining and counting out change 5. Cashing checks or processing credit cards 6. Adding to motel or hotel bill - where applicable B. Cash register procedures 1. Types of guest checks 2. Equipment types 3. Receipts 4. Machine operation	7. Listen to a resource person discuss food and beverage suggestive selling techniques. 8. List and discuss various selling techniques. 9. From pictures of food presented, write or give verbal description. Discuss accuracy of descriptions. 10. Set up class contest using small groups to devise new merchandising ideas for selling food. 11. Read references and/or visit restaurants and discuss the various methods of placing and picking up orders. 12. View and discuss a video tape of a professional waitress/waiter using appropriate techniques for placing, sequencing and picking up orders. 13. Role play taking, placing, picking up of food and beverage orders. 14. Watch video tape of role-play by students. Discuss the procedures. 15. Read references and discuss payment procedures for guest checks. 16. Observe demonstration of processing procedure for credit cards.	

CURRICULUM AREA

Serving

COMPETENCY: Takes and processes food and beverage orders and processes paymentof guest checks.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	17. Set up a role-playing situation with peers regarding: a. Correct procedures of receiving money from customers b. Correct method of giving change 18. Watch a local cash register company representative demonstrate cash register procedures. 19. Using simulated guest checks, practice using the cash register.	

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 3.09

Serves and removes food and beverages.

BEHAVIORAL OBJECTIVES:

Cog. 3 Given four simulated or on-the-job situations, the student demonstrates correct techniques in serving and removing food as judged by instructor/ supervisor.

Psym. 2 The student exhibits dexterity of movement in removing dishes.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Classification of service A. French B. Russian C. European D. American E. Other (Combination of above) II. Types of service A. Banquet 1. Family 2. Plate B. Booth C. Buffet D. Cafeteria E. Car Hop F. Counter G. Fast Food H. Smorgasbord I. Table J. Take-out K. Tray 1. Airline 2. Institution L. Vending - automat	1. Read references to identify classifications and types of service. Discuss each classification and type and possibilities of combinations. 2. Identify guidelines for each type of service. 3. Visit several food service operations to watch various types of service. Report and summarize observations. 4. Watch demonstrations of methods of service. 5. In simulated situations, practice methods of service to improve dexterity. 6. View film and/or filmstrip to illustrate principles of serving and removing food and beverages. 7. Watch a demonstration of correct methods of serving and removing food and beverages.	Practical test - Serve and remove food in 4 situations.

CURRICULUM AREA

Serving

COMPETENCY: Serves and removes food and beverages.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
III. Methods of service A. Arm B. Tray C. Cart D. Stack IV. Points related to service A. Rules of service B. Sanitation C. Safety D. Aesthetics E. Side work F. Sequence and timing G. Refilling beverages H. Presenting the guest check I. Accepting the tip	8. Participate in a discussion with a resource person regarding points related to service. 9. In a simulated situation, demonstrate application of the rules of service.	

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 3.10

Serves alcoholic beverages.

BEHAVIORAL OBJECTIVES:

Cog 3 Given 10 beverage orders, in a simulated or on-the-job situation, the student serves the beverage to the satisfaction of the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Types A. Liquor 1. Cordials 2. Highballs 3. Apertifs 4. Cocktails B. Wine 1. Rose 2. Red 3. White 4. Sparkling C. Beer II. Glassware used III. Garnishes IV. Serving methods	1. Read references on types of alcoholic beverages. 2. Watch demonstration of the use of alcoholic beverage glassware and garnishing techniques. 3. View film of alcoholic beverage serving methods. 4. Practice serving alcoholic beverages.	Practical test - Serve alcoholic beverages in simulated or on-the-job situation.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☒ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 3.11

Supervises others serving patrons in a dining room food service situation.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 10 situations, the student supervises other personnel serving patrons to the satisfaction of the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Purpose of supervision II. Responsibilities A. Training programs B. Inspection of personnel and facility III. Typical problems	1. Listen to resource person discuss purpose of, and responsibilities related to, dining room supervision. 2. Observe dining room supervision by manager or host/hostess. Identify the responsibilities and procedures. 3. Examine case studies of dining room food service situations. Discuss in small groups. 4. Practice supervising other personnel in dining room food service situations. Analyze problems.	Practical test - Supervise other personnel serving patrons in 10 different situations.

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CURRICULUM AREA

Serving

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- (X) Bus Attendant
- (X) Waiter/Waitress
- (X) Host/Hostess
- (X) Bartender

MID-MANAGEMENT

- (X) Manager/Food Service Supervisor

COMPETENCY: 3.12

Uses and maintains equipment and utensils related to dining room service.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student uses and maintains equipment and utensils according to manufacturer's directions while performing simulated or on-the-job dining room service duties when observed by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Equipment related to dining room service A. Beverage equipment B. Side stand C. Refrigeration units D. Carts and trays E. Tables and chairs F. Cash register G. Ice equipment	1. View film and/or filmstrip on use and maintenance of equipment. 2. Use resources to identify the appropriate utensils for the tasks to be done. 3. Follow the manufacturer's directions to demonstrate use and maintenance of equipment and utensils to a pair of peers. 4. View demonstrations by sales representatives of the use and maintenance of equipment related to dining room service. Discuss. 5. Utilize lab experience to practice correct handling of utensils and equipment.	1. Practical tests - Use and maintain at least 3 pieces of equipment related to serving duties 2. Use and maintain at least 10 utensils related to dining room service. 3. Use a checklist to evaluate performance in using and maintaining equipment and utensils according to manufacturer's directions and discuss evaluation with the instructor/supervisor.

WORK SIMPLIFICATION
AND MAINTENANCE COMPETENCIES

305

4.00

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CURRICULUM AREA

Work Simplification

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [x] Dietary Aide
- [x] Pantry Worker
- [x] Short Order Cook
- [x] Assistant Cook
- [x] Cook
- [x] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [x] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [x] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 4.01

Uses basic work simplification techniques.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student uses work simplification techniques in the work area as noted in anecdotal records kept by instructor/supervisor.

Psym. 2 The student exhibits dexterity in the efficient implementation of work simplification techniques.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Purpose and need for work simplification II. Causes of inefficient operation A. Work fatigue B. Physical and mental conditions of worker C. Equipment selection and maintenance D. Facility lay-out III. Work simplification principles	1. Use resource materials to identify work simplification principles. 2. Watch a demonstration illustrating work simplification principles. a. Elimination of unnecessary motions and steps b. Use of rhythmic movements c. Use of both hands at once d. Placement of frequently used items within bent elbow area, less frequently used within long arm reach e. Like items stored together f. Use of correct equipment for the job g. Equipment stored at point of first use in work stations 3. Watch video-tape of your work performance and discuss use of non-use of work simplification techniques. 4. Brainstorm causes of inefficient operation and discuss how to make corrections/changes.	Demonstrate use of work simplification procedures on the job or in simulated situations.

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CURRICULUM AREA

Work Simplification

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [x] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [/] Manager/Food Service Supervisor

COMPETENCY: 4.02

Sets up individual work area, and organizes it for maximum efficiency.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 3 work area situations, the student reorganizes them to obtain maximum efficiency as identified by increased productivity and instructor observation.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Setting up a work area A. Obtaining all supplies before beginning B. Gathering needed utensils and equipment C. Arranging with work simplification procedures taken into account D. Trying out, and rearranging if necessary II. Maintaining organization of work area	1. Consult references on the importance of efficient work areas, and ways of setting these up. 2. Review work simplification procedures. 3. Video-tape or make slides of work areas that are correctly or incorrectly set up. Analyze and suggest changes. 4. Visit various food service establishments and observe organization of work areas. 5. Develop criteria for well set up work areas. 6. Practice setting up work areas according to the established criteria.	Practical or written test: Analyze and reorganize inefficient work areas to obtain maximum efficiency.

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CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [X] Short Order Cook
- [X] Assistant Cook
- [X] Cook
- [X] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [X] Bus Attendant
- [X] Waiter/Waitress
- [X] Host/Hostess
- [X] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 4.03

Keeps work area clean and orderly.

BEHAVIORAL OBJECTIVES:

Cog. 3 While working in individual work area the student keeps work area clean and orderly as observed by instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Cleanliness II. Orderliness	1. View film or filmstrips which show appropriate techniques for cleaning and organizing work areas. 2. Use resources to identify how cleaning techniques relate to state and local sanitation codes. a. Supplies used b. Methods/techniques c. Organization/schedule Discuss and draw conclusions relating to individual's job. 3. Make a personal checklist of duties involved in keeping a work area clean and orderly. 4. Watch a demonstration on the use of detergents, sanitizing agents and chemicals for different cleaning tasks. 5. Listen to a presentation by a resource person explaining cleaning and sanitizing procedures and the need for adequate cleaning and sanitizing.	Use necessary techniques to keep the work area clean and orderly.

CURRICULUM AREA

Maintenance

COMPETENCY: Keeps work area clean and orderly.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	6. Demonstrate techniques/methods of cleaning in a laboratory experience. 7. View video tape of student on the job, or in a simulated production situation, and make suggestions as to improvements in orderliness and cleanliness.	

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CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 4.04

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given 5 situations related to the use, maintenance, repair and storage of equipment and utensils, the student supervises other personnel.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Methods of use II. Maintenance procedures III. Repair procedures IV. Storage procedures	1. Observe others in compliance with a pre-determined schedule relating to use, maintenance, repair and storage of tools and utensils. Discuss observations with other students and instructor/supervisor. 2. Role-play supervisory situations related to the use, maintenance, repair, and storage of equipment and utensils. Analyze role-play situations and make suggestions for improvement. 3. Practice supervising other students in the use, maintenance, repair and storage of equipment and utensils in simulated or on-the-job experiences. Discuss the experiences.	Practical test - Keep records of the supervision experiences. Compare and discuss results with instructor/supervisor.

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CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE		SERVICE/ FRONT OF THE HOUSE	MID-MANAGEMENT
X Kitchen Helper	X Short Order Cook	X Bus Attendant	X Manager/Food Service Supervisor
X Food Service Worker	X Assistant Cook	X Waiter/Waitress	
X Dietary Aide	X Cook	X Host/Hostess	
X Pantry Worker	X Baker Assistant	X Bartender	

COMPETENCY: 4.05

Handwashes small equipment and utensils.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student demonstrates correct procedures to the satisfaction of the instructor/supervisor when handwashing small equipment and utensils in 5 practical situations.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Equipment used II. Supplies III. Temperature IV. Techniques V. Storage	1. View visuals or watch a demonstration on handwashing of small equipment and utensils. Discuss equipment and procedures. 2. View a display of handwashing supplies. Discuss the name and function of each. 3. Practice using correct procedures when handwashing small equipment and utensils in a laboratory or on-the-job.	Practical test - Handwash small equipment and utensils.

CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [X] Kitchen Helper
- [X] Food Service Worker
- [X] Dietary Aide
- [X] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [ ] Waiter/Waitress
- [ ] Host/Hostess
- [ ] Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 4.06

Uses correct procedures in dish-washing operation.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student uses correct procedures in dish washing operation according to manufacturer's directions and dish-room lay-out as judged by instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Pre-wash procedures A. Scraping B. Loading trays II. Dish machine operation A. Use of detergents B. Use of rinse agents III. Drying in racks IV. Storing dishes	1. Use resources to identify techniques of dishwashing. a. Rinsing (scraping) b. Washing c. Racking d. Storage 2. Using illustrations/slides identifying types of dish-washing machines, discuss features of and procedures for operating the different types. 3. Identify and discuss State Department of Health regulations that affect machine dishwashing. a. Temperature of water b. Chemicals c. Drying 4. Observe in a food service establishment a worker carrying out the teasks involved in dishwashing. Summarize observation. 5. Practice using correct procedures in dishwashing operation. Use manufacturer's directions as a check list, for assessing your own ability level.	Perform dishwashing operation in a simulated or an on-the-job experience.

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CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- [x] Kitchen Helper
- [ ] Food Service Worker
- [ ] Dietary Aide
- [ ] Pantry Worker
- [ ] Short Order Cook
- [ ] Assistant Cook
- [ ] Cook
- [ ] Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- [ ] Bus Attendant
- [x] Waiter/Waitress
- [x] Host/Hostess
- [x] Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 4.07

Handwashes glasses.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student uses the correct procedures in hand washing glasses to the satisfaction of the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Equipment used II. Supplies III. Temperature of water IV. Techniques V. Storage	1. View visuals to determine procedures for hand washing glasses. Discuss equipment and procedures. 2. Practice using correct procedures for hand washing glasses.	Practical test - Hand wash glasses in laboratory or on-the-job situation.

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CURRICULUM AREA

Maintenance

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ▱ Kitchen Helper
- ▱ Food Service Worker
- ▱ Dietary Aide
- ▱ Pantry Worker
- ▱ Short Order Cook
- ▱ Assistant Cook
- ▱ Cook
- ▱ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ▱ Bus Attendant
- ▱ Waiter/Waitress
- ▱ Host/Hostess
- ▱ Bartender

MID-MANAGEMENT

- ▱ (X) Manager/Food Service Supervisor

COMPETENCY: 4.08

Supervises other personnel when washing dishes, small equipment, and utensils by hand or machine.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student supervises other personnel in the utilization of correct procedures when washing dishes, small equipment, and utensils by hand or machine to the extent that the personnel supervised can accomplish the tasks in accord with manufacturer's directions and/or state codes.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Techniques of manual washing of dishes, small equipment and utensils II. Techniques of machine washing of dishes, equipment and utensils III. Supervisory techniques involved in food service operations	1. Use a checklist to evaluate others in the utilization of correct procedures when washing dishes, small equipment and utensils by hand or machine. Discuss results of evaluation with the persons observed. 2. Discuss factors that are involved in the supervision of hand or machine dishwashing by food service personnel with an instructor/supervisor. 3. View video-taped situations which illustrate supervisory roles when working with food service personnel who machine or hand wash dishes, small equipment or utensils Analyze situations and make suggestions, in writing, for improvement of performance. 4. In simulated or on-the-job experiences, practice supervisory roles related to hand or machine dishwashing. Discuss experiences in a small group and/or with instructor/supervisor.	Observed by instructor/supervisor in laboratory or work situation, supervise personnel washing dishes, small equipment and utensils.

MANAGEMENT & SUPERVISION COMPETENCIES

CURRICULUM AREAS INCLUDED:

ORGANIZATION
PERSONNEL
FINANCES
FACILITIES

5.00

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CURRICULUM AREA

Management - Organization

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.01

Prepares work schedules and job assignments.

BEHAVIORAL OBJECTIVES:

Cog. 3 In 4 simulated situations, the student prepares work schedules and job assignments based on the competencies of the employees and the kind of operation, according to established criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Factors influencing work schedules A. Kind of operation 1. 24-hour operation 2. Resort - seasonal B. Competencies of employees C. Volume of business D. Time of week and year	1. Read references to identify principles of preparing work schedules: Discuss with other class members. 2. Invite a resource person to discuss schedule problems, methods and principles involved. 3. Set up schedule chart for a hypothetical situation involving 50, 150, 200 customers. Discuss and evaluate according to established criteria. 4. Using menus from varied food service situations, involving a given number of customers, make an employee schedule giving job titles, numbers needed, and specific tasks to be performed.	In simulated situations, produce work schedules.

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CURRICULUM AREA

Management - Organization

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.02

Takes reservations and schedules meal service.

BEHAVIORAL OBJECTIVES:

Cog. 3 In 5 simulated situations, the student will demonstrate the ability to take reservations and schedule service according to established criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Use of reservations A. Peak demand periods B. Special preparation requirements C. House capacity D. Facility type (public image) II. Procedures A. Customer contact B. Record forms C. Scheduling for turnover III. Employee scheduling A. Production B. Service	1. Identify characteristics of operation that make reservations desirable. 2. Interview managers or service personnel to find out reservation procedures used. 3. Using 5 specific menus, determine length of time for turnover. 4. Role-play situations involving taking reservations. Identify types of parties and the services needed. 5. Given the menu and customer flow for a simulated operation, plan the employee schedules for production and service.	In simulated situations, take reservations and schedule guests and employees for service.

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.03

Operates cash register, including balancing cash drawers.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student, in 5 simulated situations, operates cash register and balances cash drawer with 95% accuracy as judged by the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Cash register types A. Manual B. Electronic II. Cash register operations A. Tabulations - reading B. Clearing III. Change making IV. Tape changing A. Tape jamming B. Jamming of drawer V. Cash drawer balancing	1. Read manual for operating a cash register. 2. Demonstrate the use of forms for credit used by restaurants. 3. Role-play situations involving the return of change. 4. Set up cash drawer and role-play 5 situations involving the cash register. 5. Utilize training film loop or film strip on cash register operation. Discuss N.C.R. materials. 6. Identify importance of accuracy for each task identified by N.C.R. materials. 7. Practice using cash register and balancing cash drawer. 8. Visit establishment with electronic cash register operation.	Operate cash register and balance cash drawer.

CURRICULUM AREA

Management - Organization

COMPETENCY: Plans and supervises buffets, banquets and catered events.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	7. Laboratory preparation of regional foods. 8. Prepare a notebook for customer use illustrating facilities, menu suggestions, special services available for special events. 9. Practice formulating plans, preparing, and serving catered events, banquets, buffets or special events.	

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.05

Applies merchandising techniques to increase food sales.

BEHAVIORAL OBJECTIVES:

Cog. 3 In 5 simulated situations, the student plans for visuals, or uses suggestions while serving, to promote the sale of a variety of foods and/or beverages according to established criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Merchandising techniques A. Menu B. Employee suggestions C. Food displays 1. Wine 2. Raw food 3. Salad bar 4. Dessert cart 5. Preparation at table D. Table visuals 1. Table tents 2. Menu clip-ons 3. Placemats 4. Printed napkins E. Novelties 1. Favors 2. Matchbooks 3. Post cards	1. To understand merchandising techniques use reference books to become familiar with suggestive merchandising techniques for front and back of the house including: a. Suggestive selling b. Awareness of and attention to customers needs 2. Identify advertising, marketing and merchandising principles from resources and instructor and/or resource person presentation. 3. Dramatize before fellow class members means of persuasion and motivation that could be used with guests. 4. From observation of all presentations and supplemental ideas from instructor and/or resource person, prepare merchandising guidelines. 5. Practice techniques, using established guidelines. 6. Prepare a visual to promote a seasonal beverage or food or nonfood item.	Promote the sale of given foods and/or beverages according to established criteria.

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☒ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 5.06

Purchases food and consumable supplies and controls inventory.

BEHAVIORAL OBJECTIVES:

Cog. 5 In a simulated or lab situation, the student makes plans for purchasing food and consumable supplies and managing the inventory, which are judged to be satisfactory by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Managing the inventory A. Capacity of space B. Storage conditions needed C. Plan for turnover D. Records needed E. Inventory policy II. Purchasing A. Market forms B. Units and sizes C. Records	1. Identify grades and quality, units and sizes, types of foods and supplies and market forms. 2. Take a field trip to a warehouse or wholesale supply house. 3. Determine factors that affect the market supply and demand in given simulated situations. 4. Analyze in house factors that affect purchases and inventory. 5. Study forms used for inventory records and suggest possible improvements for these. 6. Practice preparing purchasing plans for the lab situation.	Through observation and checking of written plans and inventory status, determine purchasing plans.

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.07

Maintains records of food service operation.

BEHAVIORAL OBJECTIVES:

Cog. 3 In 10 simulated situations, the student identifies and processes appropriate records used in food service operations with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Food records A. Production sheets B. 1. Directional 2. Utilizational B. Inventory 1. Running 2. Periodic C. Requisitions II. Employee records A. Schedules B. Time cards C. Social Security	1. Use the following resources to identify records by type and function: a. Books b. Reference material c. Transparencies d. Case study records 2. Complete records and discuss in a small group.	On a written test, identify and process food service records.

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CURRICULUM AREA

Management - Organization

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- [x] Manager/Food Service Supervisor

COMPETENCY: 5.08

Develops and evaluates ways to organize and administer a food service operation.

BEHAVIORAL OBJECTIVES:

Cog. 6 Given 3 simulated situations, the student develops and evaluates an organizational and administrative system that would satisfactorily meet the needs of each situation, as judged by the instructor/supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Principles of business organization and administration A. Administration 1. Autocratic 2. Democratic B. Organization 1. Centralized control 2. Decentralized control 3. Delegation of authority 4. Accountability within a structure	1. Identify, with selected books and references, organization and administration types and functions. 2. In buzz sessions, analyze the relationship of organizational charts to flow of authority and responsibility; communication, etc. 3. Through references, resource persons, etc., study various theories of administration.	Given a simulated situation, describe and explain in writing the administrative and organizational systems you would employ to achieve the management goal.

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CURRICULUM AREA

Management - Personnel

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- [X] Manager/Food Service Supervisor

COMPETENCY: 5.09

Plans the staffing of a food service operation.

BEHAVIORAL OBJECTIVES:

Cog. 6 In one simulated situation, the student will plan and evaluate the staffing of a food service operation according to standard criteria.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Procedures related to staffing A. Job descriptions B. Recruitment C. Interviews D. Testing E. Hiring decisions F. Transfers G. Promotions H. Separations 1. Voluntary 2. Lay offs 3. Firing I. Exit interviews J. Feed back from employees II. Factors influencing staff composition A. Type of operation B. Size of operation	1. Through selected readings, develop an understanding of the principles of staffing. 2. Discuss the meaning and interrelationship of job specifications, job descriptions and a table of organization. 3. Practice interviewing techniques. 4. View video-tapes of interviews with potential employees Discuss how interviewer secures pertinent information. 5. Attend lecture on employer responsibilities and the importance of anecdotal records of employee performance. 6. Analyze organizational plans of various types of restaurants. 7. Prepare plans for staffing needs for a simulated food service situation.	Demonstrate by word and action as judged by instructor/supervisor that you value each individual employee and/or co-worker. Make a written plan for staffing a hypothetical operation.

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CURRICULUM AREA

Management - Personnel

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.10

Develops and carries out plans for training and supervising employees.

BEHAVIORAL OBJECTIVES:

Cog. 6 In a laboratory situation, the student develops training plans and supervises other personnel using proper training and work methods to the extent that personnel demonstrate competency in their jobs according to industry standards.

Aff. 3 The student receives a positive response from those being supervised as judged by incidents observed by the instructor and/or written feed back from employees.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Training content A. Job requirements B. Company policies C. Safety D. Sanitation E. Personal hygiene II. Supervision A. Control of working conditions B. Democratic philosophy C. Morale building D. Motivation techniques	1. Read resources and view films on supervision and training procedures. Discuss democratic philosophy as it relates to supervisory practices. 2. Analyze factors that influence supervision and develop some practical guidelines for use on the job. 3. Role-play or video-tape simulated training and supervisor experiences. Use buzz sessions/group discussion to develop and evaluate. 4. Train another student in new position in laboratory or on-the-job experience. Example: the set-up, use and care of the meat slicer. 5. Develop a training program for a specific job and a plan for evaluation of the performance of the trainee. 6. Supervise other students in laboratory or in work experience situation, such as: special parties, laboratory experiences or regularly scheduled food service.	In an assigned situation, develop a training plan, and follow it to supervise a trainee with the development of both competence, and positive interpersonal relationships.

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CURRICULUM AREA

Management - Organization

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☐ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 5.11

Plans and evaluates menus.

BEHAVIORAL OBJECTIVES:

Cog. 6 In 5 simulated situations, the student develops and evaluates menus using operational criteria to the satisfaction of the instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Factors influencing menu planning A. Operation type B. Customer characteristics C. Geographical location D. Season, day, and meal E. Special functions or events F. Cost G. Equipment and facilities H. Nutrition I. Eye and taste appeal J. Number and ability of employees	1. Through discussion, identify the types of food service establishments and types of menus offered by each. Identify other factors which influence menus, such as location and hours. 2. Categorize menus according to types of establishments. 3. Attend a lecture by an individual who has traveled or lived in other areas, describing differences in food in various parts of the country - discuss reasons for similarities and differences. 4. Discuss how food or food habits that are characteristic of the locality affect food service. 5. Using familiar restaurants, identify the nature of their clientele. 6. Survey work stations and identify the types of customers who patronize each.	Given necessary information, develop and evaluate a three week cycle menu that meets requirements set by operational and nutritional criteria.

CURRICULUM AREA

Management - Organization

COMPETENCY: Plans and evaluates menus.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
	7. Invite a restaurant manager to discuss how the overall cost objective affects menu planning. 8. Through discussion, identify kitchen management factors which influence menu planning. Summarize in writing. 9. Discuss differences in menu planning for special functions. Summarize in writing. 10. Use slides to discuss with an instructor the factors that affect variety and eye appeal in menu planning. 11. Collect pictures of foods on plates or other arrangements that illustrate variety and eye appeal - compare effects. 12. Listen to a dietician discuss the meaning and importance of nutrition in institutional menu planning. 13. Participate in a debate: "Food establishments need to understand and make available special diets." "Commercial food service employees need to be knowledgeable about special diets." "Basic nutritional knowledge is needed by employees of commercial food service." 14. Circulate a number of menus, have class members rate by preference. Discuss factors that influenced choice. 15. Use class established criteria to evaluate the menu at a student co-op or other food service establishments. Draw conclusions relating the menu to resources and type of establishment.	

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.12

Analyzes costs and sales in a food service operation to determine profit and loss.

BEHAVIORAL OBJECTIVES:

Cog. 4 The student analyzes costs and sales and interprets information in terms of profit and loss for 2 simulated food service operations with 90% accuracy.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Food service costs A. Food B. Labor C. Operating II. Factors influencing sales A. Quality of food B. Consumer preference and acceptance C. Supply on hand D. Menu planning E. Employee "merchandising" F. Advertising and promotion G. External factors, such as civic events, weather, holidays, energy crisis H. State of economy III. Needed records of sales and costs IV. Calculation of profit or loss	1. Use resources to identify factors affecting food, labor and operating costs. Discuss. 2. Determine recipe cost, portion cost, and total cost for a meal. Develop chart to be used in meal planning. 3. Study sales records of a variety of products. Discuss reasons for customer acceptance/nonacceptance. 4. Make a food consumption analysis, at your work station, if possible. Discuss possible changes in production or meal planning. 5. Listen to a speaker or audio-tape on using results of sales analysis to plan operational changes. 6. Study and interpret given sales and cost records to identify financial status. 7. Analyze the financial status of a hypothetical operation and make recommendations.	Given the necessary information, analyze in writing, the fiscal status of a given food service operation, and recommend possible changes.

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CURRICULUM AREA

Management - Finances

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.13

Prepares multi-media advertising and merchandising programs.

BEHAVIORAL OBJECTIVES:

Cog. 3 The student prepares 3 representative advertising and merchandising promotions for different types of food service operations using multi-media advertising and in-house merchandising to the satisfaction of instructor/ supervisor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Advertising outlets A. Chamber of Commerce B. T.V. stations C. Department of Natural Resources D. Wisconsin Restaurant Association E. Travel agencies F. Newspapers G. Radio H. Trade journals II. Preparation of materials A. Pamphlets B. Billboards C. Bulk mailings D. Fliers	1. View films or slides illustrating advertising principles. 2. Read reference material on advertising with emphasis on radio, newspaper, billboards, etc. 3. Engage a resource person to discuss advertising in various types of industry operations. 4. Build a collage of advertising material. 5. Working with a group of classmates, plan a multi-media advertising campaign for an assigned or self-chosen food service operation.	Promote 3 operations by constructing a thorough multi-media advertising and in-house merchandising program.

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CURRICULUM AREA

Management - Facilities

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- Kitchen Helper
- Food Service Worker
- Dietary Aide
- Pantry Worker
- Short Order Cook
- Assistant Cook
- Cook
- Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- Bus Attendant
- Waiter/Waitress
- Host/Hostess
- Bartender

MID-MANAGEMENT

- Manager/Food Service Supervisor

COMPETENCY: 5.14

Analyzes facility layout and flow design for efficiency.

BEHAVIORAL OBJECTIVES:

Cog. 4 Given a hypothetical situation, the student analyzes the facility layout and flow design for efficiency with 80% acceptability as judged by instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Facilities A. Production B. Serving area and work stations C. Management D. Receiving E. Storage F. Maintenance	1. Read and study references about facility layouts, including designs for novel facility situations. 2. Analyze the advantages and disadvantages of various facility layouts. Discuss.	Analyze, in writing, a hypothetical facility layout for flow design and efficiency.

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CURRICULUM AREA

Management - Facilities

JOBS:

PRODUCTION/ BACK OF THE HOUSE

- ☐ Kitchen Helper
- ☐ Food Service Worker
- ☐ Dietary Aide
- ☐ Pantry Worker
- ☐ Short Order Cook
- ☐ Assistant Cook
- ☒ Cook
- ☐ Baker Assistant

SERVICE/ FRONT OF THE HOUSE

- ☐ Bus Attendant
- ☐ Waiter/Waitress
- ☐ Host/Hostess
- ☐ Bartender

MID-MANAGEMENT

- ☒ Manager/Food Service Supervisor

COMPETENCY: 5.15

Supervises equipment selection, layout, use and care.

BEHAVIORAL OBJECTIVES:

Cog. 6 The student evaluates in writing, procedures for selection, layout, use and care of the equipment in a lab or a simulated work situation with 80% accuracy as judged by instructor.

CONTENT	LEARNING EXPERIENCES/RESOURCES	EVALUATION
I. Equipment A. Use B. Care C. Selection D. Layout	1. Examine equipment instruction booklets for information on use and care of equipment. 2. Make a chart of representative kitchen equipment, its use and care. 3. Take a field trip to an establishment or business or use a resource person to acquire additional information on equipment. 4. Use chart (LE 2) to identify equipment needed for various recipes and menus. 5. Review equipment needed for a food prep time schedule. 6. Demonstrate in a small group the varied uses of one item of equipment. 7. Design a schedule of preventive maintenance and sanitation for assigned pieces of equipment. 8. Analyze the equipment and layout in the school lab and several other real or simulated food service kitchens. Develop guidelines for evaluating equipment arrangement.	Evaluate in writing the layout, use and care of equipment in a simulated situation

APPENDICES

APPENDIX A

STEERING COMMITTEE

Representatives who were concerned with the food service industry from the Wisconsin Board of Vocational, Technical and Adult Education, the Department of Public Instruction, the District Vocational, Technical and Adult Education, and the restaurant industry, constituted this policy committee. They met on November 1, 1972, at the Wisconsin Board of Vocational, Technical and Adult Education Office, 137 East Wilson Street, Madison, to investigate the possibilities and explore the feasibility of submitting a project for a funded workshop for 1973.

A statewide food service model for use in the articulation of food service instruction within secondary and post-secondary vocational and technical programs related to realistic employment competencies was approved for development.

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APPENDIX B

COMPETENCY IDENTIFICATION COMMITTEE

The Competency Identification Committee met on January 30, 1973, from 10:00 to 3:00 p.m. at the State Office Building, Wisconsin Board of Vocational, Technical and Adult Education, Madison, to review and react to the investigation competencies' report and occupational survey prepared by the Research Analyst, Linda Wagner. The committee reviewed the identified competencies of food service employees throughout the State that would be significant to curriculum design at the secondary and post-secondary school levels. They made suggestions related to the preparation and implementation of the survey instrument that included all areas of the food service industry.

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Mrs. Mildred Doss
West Bend High Schools
West Bend, WI 53095

POST HIGH SCHOOL TEACHERS

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Executive Vice President
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OTHER

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Ceille's Country Garden Restaurant
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Mr. Carl Patzsch
Milwaukee, WI 53202

APPENDIX C

DEFINITIONS OF FOOD SERVICE JOBS INCLUDED IN THE ARTICULATED MODEL

The following list of food service jobs were selected for use in the articulated curriculum model. The jobs and their definitions were obtained from the Dictionary of Occupational Titles. Both the titles and their definitions are the same as those used in the research survey, Identifying Competencies in the Food Service Industry.*

BAKER AND PASTRY COOK (D.O.T. 313.781 & 313.381)

Prepares and bakes bread, rolls, biscuits, cakes, [illegible], pies, puddings and desserts according to recipe.

BARTENDER (D.O.T. 312.878)

Mixes and serves alcoholic and nonalcoholic beverages to patrons of a bar.

BUSBOY (D.O.T. 311.878)

Cleans, sets tables and performs other duties to facilitate food service.

COOK (D.O.T. 313.381)

Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs.

DIETARY AID (D.O.T. 355.878)

Prepares and delivers food trays to hospital patients and performs various other duties to keep work areas clean and orderly.

FOOD SERVICE SUPERVISOR (D.O.T. 319.138)

Trains and supervises employees engaged in serving food in hospitals, nursing homes, schools or college food service departments or similar institutions.

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*Linda M. Wagner, et al, Identifying Competencies in the Food Service Industry, Final Report; Fennimore, WI: Southwest Wisconsin Vocational-Technical Institute: July, 1973.

FOOD SERVICE WORKER (D.O.T. 317.887)

Assists workers engaged in preparing foods in hospitals, nursing homes, schools or college food service departments or similar institutions.

HOST/HOSTESS (D.O.T. 310.868 & 311.138)

Welcomes patrons, seats them at tables and supervises and coordinates activities of dining room employees to provide courteous and rapid service to diners.

KITCHEN HELPER (D.O.T. 318.887)

Performs various duties, such as washing dishes, pots and pans by hand or machanically, to keep work areas clean and orderly and assists cooks and bakers.

MANAGER (D.O.T. 187.168)

Supervises and coordinates activities of all workers in a coffee shop, restaurant and/or other food service establishments.

PANTRYMAN/WOMAN (PERSON) (D.O.T. 317.884)

Prepares salads, appetizers, sandwich fillings and other cold dishes.

SHORT ORDER COOK (D.O.T. 314.381)

Prepares and cooks to order all varieties of food which require only a short time to prepare.

SOUS CHEF (ASST. CHEF) (D.O.T. 313.131)

Supervises and coordinates activities of cooks and other workers engaged in preparing and cooking foods. Cooks during rush periods and special events.

WAITER/WAITRESS (D.O.T. 311.878)

Serves meals to patrons according to established rules of etiquette.

Two job titles used in the research survey are not included in the articulation model:

1. COUNTERPERSON and/or CARHOP (D.O.T. 311.878): the competencies required for this job are covered by the WAITER/WAITRESS.

2. CHEF (D.O.T. 313.131): the competencies required for this job are developed through extensive job experience in addition to training in food preparation and supervision-management: therefore, the job title is not included in the model.

APPENDIX D

COMPETENCIES NEEDED FOR PRODUCTION/BACK-OF-THE-HOUSE JOBS:

KITCHEN HELPER
FOOD SERVICE WORKER
DIETARY AIDE
PANTRY WORKER
SHORT ORDER COOK
ASSISTANT COOK
COOK
BAKER ASSISTANT

COMPETENCIES REQUIRED FOR THE JOB OF: KITCHEN HELPER

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistentely uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Demonstrates preparation of a standard product by following standardized recipe.

Food Preparation Competencies (Cont'd)

Identifies fruit.

Identifies vegetables.

Identifies sandwiches according to type, ingredients and preparation method.

Identifies soups according to ingredients and cooking process.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Identifies salad dressings.

Identifies basic types of sauces according to the foods with which they are served.

Identifies entree egg dishes.

Identifies cuts of meat.

Identifies available poultry varieties, market forms, and physical states.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares convenience foods in a food service operation.

Serving Competencies

Sets up and works at a steam table.

Sets up food trays.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Work Simplification and Maintenance Competencies (Cont'd)

Handwashes small equipment and utensils.

Use correct procedures in dish washing operation.

Hand washes glasses.

COMPETENCIES REQUIRED FOR THE JOB OF: FOOD SERVICE WORKER

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses serving, storage, and preparation methods which conserve nutrients.

*Fills special dietary orders as requested.

*If employed in nursing homes and hospitals.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Identifies vegetables.

Selects type or variety of vegetable suitable for a given recipe or preparation method.

Prepares vegetables to meet criteria for quality products.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Identifies salad dressings.

Selects salad dressings according to use.

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Food Preparation Competencies (Cont'd)

Selects meats suitable for preparation techniques described in recipes.

Identifies available poultry varieties, market forms, and physical states.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares convenience foods in a food service operation.

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares decorative showpieces.

Decorates or garnishes food, as required in a particular job assignment.

Uses microwave equipment in food preparation.

Serving Competencies

Sets up and works at a steam table.

Sets up food trays.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

Uses correct procedures in dishwashing operation.

COMPETENCIES REQUIRED FOR THE JOB OF: DIETARY AIDE

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses serving, storage, and preparation methods which conserve nutrients.

Fills special dietary orders as requested.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Identifies vegetables.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Identifies salad dressings.

Selects salad dressings according to use.

Identifies basic types of sauces according to the foods with which they are served.

Identifies entree egg dishes.

Identifies cuts of meat.

Identifies available poultry varieties, market forms, and physical states.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Decorates or garnishes food, as required in a particular job assignment.

Serving Competencies

Sets up and works at a steam table.

Sets up food trays.

Portions foods and beverages as required in specific specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

Uses correct procedures in dish washing operation.

COMPETENCIES REQUIRED FOR THE JOB OF: PANTRY WORKER

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses serving, storage, and preparation methods which conserve nutrients.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Prepares fruit products to meet standard criteria.

Identifies vegetables.

Selects type or variety of vegetable suitable for a given recipe or preparation method.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Prepares salad dressings to meet standard product criteria.

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Food Preparation Competencies (Cont'd)

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Selects meats suitable for preparation techniques described in recipes.

Carves both freshly cooked and prepackaged meats and poultry, using both hand and machine methods.

Identifies available poultry varieties, market forms, and physical states.

Classifies poultry according to its use.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepare breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares convenience foods in a food service operation.

Uses leftovers.

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares decorative showpieces.

Decorates or garnishes food, as required in a particular job assignment.

Uses microwave equipment in food preparation.

Serving Competencies

Sets up food trays.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Work Simplification and Maintenance Competencies (Cont'd)

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

Uses correct procedures in dish washing operation.

COMPETENCIES REQUIRED FOR THE JOB OF: SHORT ORDER COOK

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses serving, storage, and preparation methods which conserve nutrients.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipe.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Identifies vegetables.

Prepares vegetables to meet criteria for quality products.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture, and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Selects meats suitable for preparation techniques described in recipes.

Carves both freshly cooked and prepackaged meats and poultry, using both hand and machine methods.

Food Preparation Competencies (Cont'd)

Prepares meats which require relatively long cooking periods.

Prepares short order meats.

Identifies available poultry varieties, market forms, and physical states.

Classifies poultry according to its use.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Prepares non-alcoholic beverages.

Prepares convenience foods in a food service operation.

Uses leftovers.

Prepares canapes and hors d'oeuvres to meet quality standards.

Arranges food attractively.

Decorates or garnishes food, as required in a particular job assignment.

Uses microwave equipment in food preparation.

*Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

*May not need to be familiar with all products listed in Content.

Serving Competencies

Sets up and works at a steam table.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Work Simplification and Maintenance Competencies (Cont'd)

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Management and Supervision Competencies

Maintains records of food service operation.

COMPETENCIES REQUIRED FOR THE JOB OF: ASSISTANT COOK

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses scientific principles in food preparation.

Uses serving, storage, and preparation methods which conserve nutrients.

General Knowledge Competencies (Cont'd)

*Uses a diet manual to modify regular menus to meet special dietary needs.

Plans nutritious menus.

*If employed in nursing homes and hospitals.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Prepares fruit products to meet standard criteria.

Identifies vegetables.

Selects type or variety of vegetable suitable for a given recipe or preparation method.

Prepares vegetables to meet criteria for quality products.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Prepares salad dressings to meet standard product criteria.

Food Preparation Competencies (Cont'd)

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Selects meats suitable for preparation techniques described in recipes.

Carves both freshly cooked and prepackaged meats and poultry, using both hand and machine methods.

Prepares meats which require relatively long cooking periods.

Prepares short order meats.

Identifies available poultry varieties, market forms, and physical states.

Classifies poultry according to its use.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares non-alcoholic beverages.

Prepares convenience foods in a food service operation.

Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.

Food Preparation Competencies (Cont'd)

Uses leftovers.

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares products classified as gourmet foods.

Prepares decorative showpieces.

Arranges food attractively.

Decorates or garnishes food, as required in a particular job assignment.

Prepares, arranges and replenishes a buffet.

Uses microwave equipment in food preparation.

Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

Serving Competencies

Sets up and works at a steam table.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Management and Supervision Competencies

Applies merchandising techniques to increase food sales.

Maintains records of food service operation.

COMPETENCIES REQUIRED FOR THE JOB OF: COOK

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses scientific principles in food preparation.

Uses serving, storage, and preparation methods which conserve nutrients.

General Knowledge Competencies (Cont'd)

*Uses a diet manual to modify regular meals to meet special dietary needs.

Plans nutritious menus.

Uses machine calculators.

*If employed in nursing homes and hospitals.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Prepares fruit products to meet standard criteria.

Identifies vegetables.

Selects type or variety of vegetable suitable for a given recipe or preparation method.

Prepares vegetables to meet criteria for quality products.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Prepares salad dressings to meet standard product criteria.

Food Preparation Competencies (Cont'd)

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Selects meats suitable for preparation techniques described in recipes.

Carves both freshly cooked and prepackaged meats and poultry, using both hand and machine methods.

Prepares meats which require relatively long cooking periods.

Prepares short order meats.

Identifies available poultry varieties, market forms, and physical states.

Classifies poultry according to its use.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.

Identifies breads and rolls.

Prepare breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares non-alcoholic beverages.

Compares various forms of products to determine cost, quality and customer acceptance.

Prepares convenience foods in a food service operation.

Food Preparation Competencies (Cont'd)

Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.

Uses leftovers.

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares products classified as gourmet foods.

Prepares decorative showpieces.

Arranges food attractively.

Decorates or garnishes food, as required in a particular job assignment.

Prepares, arranges and replenishes a buffet.

Uses microwave equipment in food preparation.

Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

Serving Competencies

Sets up and works at a steam table.

Supervises setting up and working at a steam table.

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Management and Supervision Competencies

Prepares work schedules and job assignments.

Plans and supervises buffets, banquets and catered events.

Management and Supervision Competencies (Cont'd)

Applies merchandising techniques to increase food sales.

Purchases food and consumable supplies and controls inventory.

Maintains records of food service operation.

Supervises equipment selection, layout, use and care.

COMPETENCIES REQUIRED FOR THE JOB OF: BAKER ASSISTANT

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses scientific principles in food preparation.

Uses serving, storage, and preparation methods which conserve nutrients.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Prepares fruit products to meet standard criteria.

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Compares various forms of products to determine cost, quality and customer acceptance.

Prepares convenience foods in a food service operation.

Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.

Uses leftovers.

Food Preparation Competencies (Cont'd)

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares products classified as gourmet foods.

Prepares decorative showpieces.

Arranges food attractively.

Decorates or garnishes food, as required in a particular job assignment.

*Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

*May not need to be familiar with all products listed in content.

Serving Competencies

Portions foods and beverages as required in specific situations.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Management and Supervision Competencies

Maintains records of food service operation.

APPENDIX E

COMPETENCIES NEEDED FOR SERVICE/FRONT-OF-THE-HOUSE JOBS:

BUS ATTENDANT

WAITER/WAITRESS

HOST/HOSTESS

BARTENDER

COMPETENCIES REQUIRED FOR THE JOB OF: BUS ATTENDANT

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Food Preparation Competencies

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Identifies salad dressings.

Food Preparation Competencies (Cont'd)

Identifies basic types of sauces according to the foods with which they are served.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Serving Competencies

Sets and clears tables.

Uses and maintains equipment and utensils related to dining room service.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

COMPETENCIES REQUIRED FOR THE JOB OF: WAITER/WAITRESS

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Food Preparation Competencies

Identifies fruit.

Identifies vegetables.

Food Preparation Competencies (Cont'd)

Identifies sandwiches according to type, ingredients and preparation method.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Identifies basic types of sauces according to the foods with which they are served.

Identifies entree egg dishes.

Identifies various cheeses according to uses, texture and storage requirements.

Identifies cuts of meat.

Identifies available poultry varieties, market forms, and physical states.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares non-alcoholic beverages.

Prepares alcoholic beverages.

Prepares canapes and hors d'oeuvres to meet quality standards.

Decorates or garnishes food, as required in a particular job assignment.

Uses microwave equipment in food preparation.

Serving Competencies

Portions foods and beverages as required in specific situations.

Greets and seats patrons.

Sets and clears tables.

Serving Competencies (Cont'd)

Takes and processes food and beverage orders and processes payment of guest checks.

Serves and removes food and beverages.

Serves alcoholic beverages.

Uses and maintains equipment and utensils related to dining room service.

Work Simplifcation and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

Handwashes glasses.

Management and Supervision Competencies

Applies merchandising techniques to increase food sales.

Maintains records of food service operation.

COMPETENCIES REQUIRED FOR THE JOB OF: HOST/HOSTESS

General Knowledge Competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Supervises others in their compliance with laws and statutes pertaining to Food Service.

Applies basic math skills required for a specific job.

Use machine calculators.

Food Preparation Competencies

Identifies fruits.

Food Preparation Competencies (Cont'd)

Identifies vegetables.

Identifies sandwiches according to type, ingredients and preparation method.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Identifies basic types of sauces according to the foods with which they are served.

Identifies entree egg dishes.

Identifies various cheeses according to uses, texture and storage requirements.

Identifies cuts of meat.

Identifies available poultry varieties, market forms, and physical states.

Identifies fish and shellfish by market properties and physical states.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares alcoholic beverages.

Prepares canapes and hors d'oeuvres to meet quality standards.

Decorates or garnishes food, as required in a particular job assignment.

Prepares, arranges and replenishes a buffet.

Uses microwave equipment in food preparation.

Serving Competencies

Portions foods and beverages as required in specific situations.

Greets and seats patrons.

Sets and clears tables.

Serving Competencies (Cont'd)

Takes and processes food and beverage orders and processes payment of guest checks.

Serves and removes food and beverages.

Serves alcoholic beverages.

Supervises others serving patrons in a dining room food service situation.

Uses and maintains equipment and utensils related to dining room service.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Handwashes glasses.

Management and Supervision Competencies

Prepares work schedules and job assignments.

Takes reservations and schedules meal service.

Operates cash register, including balancing cash drawers.

Plans and supervises buffets, banquets and catered events.

Applies merchandising techniques to increase food sales.

Maintains records of food service operation.

COMPETENCIES REQUIRED FOR THE JOB OF: BARTENDER

General Knowledge competencies

Makes initial career decisions.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Follows appropriate first aid procedures.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Food Preparation Competencies

Identifies fruit.

Identifies basic types of sauces according to the foods with which they are served.

Food Preparation Competencies (Cont'd)

Prepares non-alcoholic beverages.

Prepares alcoholic beverages.

Decorates or garnishes food, as required in a particular job assignment.

Serving Competencies

Portions foods and beverages as required in specific situations.

Greets and seats patrons.

Takes and processes food and beverage orders and processes payment of guest checks.

Serves alcoholic beverages.

Uses and maintains equipment and utensils related to dining room service.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Handwashes small equipment and utensils.

Handwashes glasses.

Management and Supervision Competencies

Prepares work schedules and job assignments.

Takes reservations and schedules meal service.

Operates cash register, including balancing cash drawer.

Applies merchandising techniques to increase food sales.

Maintains records of food service operation.

APPENDIX F

COMPETENCIES NEEDED FOR MID-MANAGEMENT JOBS:

MANAGER/ FOOD SERVICE SUPERVISOR

COMPETENCIES REQUIRED FOR THE JOB OF: MANAGER/FOOD SERVICE SUPERVISOR

General Knowledge Competencies

Makes initial career decisions.

Adjusts food service operations in terms of relevant socio-economic factors.

Uses effective verbal communication.

Uses effective non-verbal communication.

Uses correct telephone techniques.

Uses appropriate resources for locating job possibilities.

Prepares appropriate personal resume form (data sheet).

Prepares letters of inquiry and application.

Prepares an application form for a job.

Uses appropriate procedures when interviewing for a job.

Prepares correspondence and forms necessary in food service operations.

Uses shop/trade vocabulary in relation to job.

Exhibits personal qualities necessary for a job in the Food Service industry.

Demonstrates interpersonal relationship patterns necessary to be effective on the job.

Exhibits behavior indicative of acceptable professional ethics.

Consistently uses recommended personal hygiene practices.

Uses principles of sanitation, and follows state regulations established for the food service industry.

Uses safe practices and follows regulations established for the food service industry.

Evaluates policies for training and enforcement of personal hygiene, sanitation, and safety requirements.

Follows appropriate first aid procedures.

Makes decisions about need for first aid procedures; carries them out when appropriate, and fills out the needed records and reports.

Acts to preserve rights given and carry out responsibilities required by laws and statutes applicable to the food service industry.

General Knowledge Competencies (Cont'd)

Supervises others in their compliance with laws and statutes pertaining to food service.

Applies basic math skills required for a specific job.

Weighs and measures accurately as required to perform job tasks.

Follows directions which are based on food science principles.

Uses scientific principles in food preparation.

Uses serving, storage, and preparation methods which conserve nutrients.

Fills special dietary orders as requested.

*Uses a diet manual to modify regular menus to meet special dietary needs.

Plans nutritious menus.

Demonstrates an understanding of computer science in the food service industry.

Uses machine calculators.

Uses a typewriter.

*If employed in nursing homes and hospitals.

Food Preparation Competencies

Identifies common ingredients used in food preparation.

Selects appropriate ingredients or substitute ingredients for recipes.

Prepares ingredients and performs initial processes in the preparation of certain foods.

Demonstrates preparation of a standard product by following standardized recipe.

Identifies fruit.

Selects fruits according to desired use.

Prepares fruit products to meet standard criteria.

Identifies vegetables.

Selects type or variety of vegetable suitable for a given recipe or preparation method.

Food Preparation Competencies (Cont'd)

Prepares vegetables to meet criteria for quality products.

Identifies sandwiches according to type, ingredients and preparation method.

Prepares sandwiches to meet criteria for quality products.

Identifies soups according to ingredients and cooking process.

Prepares various types of soups which meet quality standards.

Identifies and classifies salads according to ingredients, temperature and use in a meal.

Prepares salads to meet standard product criteria.

Identifies salad dressings.

Selects salad dressings according to use.

Prepares salad dressings to meet standard product criteria.

Identifies basic types of sauces according to the foods with which they are served.

Prepares sauces to meet criteria for a quality product.

Identifies entree egg dishes.

Prepares egg dishes and uses eggs as ingredients in other products.

Identifies various cheeses according to uses, texture and storage requirements.

Prepares foods using cheese products to meet quality standards.

Identifies cuts of meat.

Selects meats suitable for preparation techniques described in recipes.

Carves both freshly cooked and prepackaged meats and poultry, using both hand and machine methods.

Prepares meats which require relatively long cooking periods.

Prepares short order meats.

Identifies available poultry varieties, market forms, and physical states.

Classifies poultry according to its use.

Prepares poultry dishes to meet quality standards.

Identifies fish and shellfish by market properties and physical states.

Food Preparation Competencies (Cont'd)

Selects appropriate recipes for use with different varieties of fish and shellfish and prepares the products to meet quality standards.

Identifies breads and rolls.

Prepares breads and rolls from both batters and doughs.

Selects desserts of different types for preparation or service.

Prepares different types of desserts to meet quality standards.

Prepares non-alcoholic beverages.

Prepares alcoholic beverages.

Compares various forms of products to determine cost, quality and customer acceptance.

Prepares convenience foods in a food service operation.

Compares quality and cost of convenience foods to that of similar products produced from standardized recipes, and judges their value to the total food service operation.

Uses leftovers.

Prepares canapes and hors d'oeuvres to meet quality standards.

Prepares products classified as gourmet foods.

Prepares decorative showpieces.

Arranges food attractively.

Decorates or garnishes food, as required in a particular job assignment.

Prepares, arranges and replenishes a buffet.

Uses microwave equipment in food preparation.

Prepares market orders for purchase of commodities in relation to characteristics desired in finished products.

Serving Competencies

Supervises setting up and working at a steam table.

Supervises others in setting up food trays.

Greets and seats patrons.

Takes and processes food and beverage orders and processes payment of guest checks.

Serving Competencies (Cont'd)

Supervises others serving patrons in a dining room food service situation.

Uses and maintains equipment and utensils related to dining room service.

Work Simplification and Maintenance Competencies

Uses basic work simplification techniques.

Sets up individual work area, and organizes it for maximum efficiency.

Keeps work area clean and orderly.

Supervises other personnel in the use, maintenance, repair and storage of equipment and utensils.

Handwashes small equipment and utensils.

Uses correct procedures in dishwashing operation.

Supervises other personnel when washing dishes, small equipment, and utensils by hand or machine.

Handwashes glasses.

Management and Supervision Competencies

Prepares work schedules and job assignments.

Takes reservations and schedules meal service.

Operates cash register, including balancing cash drawers.

Plans and supervises buffets, banquets and catered events.

Applies merchandising techniques to increase food sales.

Purchase food and consumable supplies and controls inventory.

Maintains records of food service operation.

Develops and evaluates ways to organize and administer a food service operation.

Plans the staffing of a food service operation.

Develops and carries out plans for training and supervising employees.

Plans and evaluates menus.

Management and Supervision Competencies (Cont'd)

Analyzes costs and sales in a food service operation to determine profit and loss.

Prepares multi-media advertising and merchandising programs.

Analyzes facility layout and flow design for efficiency.

Supervises equipment selection, layout, use and care.

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